

DEVELOPMENT OF EDUCATIONAL ACTIVITY AT THE UNIVERSITY OF MARIBOR

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The educational activity currently carried out by the University of Maribor has its roots in higher vocational and higher education, which began at the institutions that would later become its constituent members, approximately a decade and a half prior to the University's formal establishment. The development of study programmes was initially guided by the needs of the local community, gradually expanding to address broader economic and societal demands. Following the founding of the University, the range of study programmes and fields of study expanded rapidly, particularly through the establishment or integration of new faculties. At present, the University of Maribor comprises seventeen members, collectively offering 178 study programmes across all levels of higher education in the fields of engineering, natural sciences, agriculture, medicine, social sciences, and the humanities. A diverse and comprehensive selection of study programmes, their continual adaptation to societal needs, an interdisciplinary orientation, a strong commitment to internationalisation, and a consistent rate of student enrolment are key features of its academic engagement. These attributes position the University of Maribor as a significant national higher education institution, which has long since transcended its local and regional origins and now confidently asserts its presence within the global academic sphere.

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1 Introduction

There is probably no area of activity that is as characteristic of a university as education. Although today there are no universities without research activities, historically speaking, the primary focus has always been on the transfer and acquisition of knowledge, i.e., the relationship between teacher and pupil or professor and student. This undoubtedly also applies to the University of Maribor, as many higher education institutions were already implementing their study programmes long before the university was founded or before they became part of it.

Since the development of study programmes at the time of the university's establishment was mainly a matter of continuity, our story of the educational activities of the University of Maribor dates back to the late 1950s, when tertiary education began to emerge in Maribor and Kranj. The main part of the chapter presents the development of educational activities after the establishment of the university, i.e., during the operation of the individual faculties after their incorporation into the university. Faculty representatives¹ provided brief accounts of the beginnings, development and milestones of their educational activities, and the chapter coordinators attempted to compile them into a coherent whole. The concluding part also contains a list of all currently existing study programmes and some of the most relevant statistical data relating to education. The data covers the last ten years, when study programmes were well developed even at the newest members of the University of Maribor.

2 The Beginnings of Tertiary Study Programmes Before the Establishment of the University of Maribor

In the decade and a half prior to the establishment of the University of Maribor in 1975, junior college and later college study programmes began to develop almost simultaneously at educational institutions that later merged into a university. Junior

¹ Representatives of the faculties who prepared an overview of educational activities by faculty: Aleksandra Pisnik (EPF UM), Boštjan Vlaovič (FERI UM), Sebastijan Seme and Jurij Avsec (FE UM), Marko Jaušovec (FGPA UM), Samo Korpar (FKKT UM), Anastazija Gselman (FKBV UM), Matevž Obrecht (FL UM), Marko Jakovac (FNM UM), Polona Šprajc (FOV UM), Matej Zadavec (FS UM), Barbara Pavlakovič Farrell (FT UM), Andrej Sotlar and Maja Modic (FVV UM), Klavdija Čuček Trifkovič (FZV UM), Alja Lipavc Oštir and Joca Zurec (FF UM), Radovan Hojs (MF UM), Črtomir Matejek (PEF UM), Darja Senčur Peček (PF UM). We would like to express our sincere gratitude to them for their contribution, and we are also grateful to the professional services of the members and the rectorate of the University of Maribor for their assistance.

colleges and colleges and their study programmes were created in response to the needs of the economy and social activities in the local and wider Slovenian area, in accordance with what was then the legislation in the field of tertiary education in Slovenia.

Thus, at the initiative of Maribor's economic organizations and professional associations, the Junior Technical College was established in 1959 (its present-day successors are the Faculty of Mechanical Engineering, Faculty of Electrical Engineering and Computer Science, Faculty of Chemistry and Chemical Engineering, and Faculty of Civil Engineering, Transportation Engineering and Architecture), as Maribor was the most developed industrial centre in Slovenia at the time, and there was a great need for staff with higher education. The junior college, located in this industrial environment, was able to meet the great demand for personnel in the easiest and fastest way, while the developed industry helped the school with highly qualified and scientific staff who had rich practical experience. In 1973, it was transformed into the Technical College in Maribor, which enabled the introduction of higher education study programmes for the education of graduate engineers and the organization of postgraduate studies, as well as the right to award master's and doctor's degrees in technical sciences. In 1975, employees and students adopted decisions on the organization of four basic higher education organizations of associated labour of the Technical College of the University of Maribor, which operated in the fields of mechanical engineering, electrical engineering, civil engineering, and chemical engineering (Prebevšek, 2021).

In 1959, the Junior College of Commerce in Maribor (today the Faculty of Economics and Business) also began its journey. Originally, there were two departments within the school – foreign trade and industry, but later there were four: foreign trade, general commerce, accounting and finance, and banking. In 1962, the school was renamed the Junior College of Economics and Commerce (Višja ekonomsko-komercialna šola – VEKŠ). Study activities expanded rapidly, with the establishment of the Department of Tourism and Hospitality (1960/61) and the Department of Transport and Insurance (1961/62). An important milestone was the establishment of the College of Economics and Commerce in 1969, which, in addition to junior college study programmes (economics and commerce), also introduced college programmes (economics and finance, and technical economics). In 1971/72, the faculty introduced a postgraduate study programme in marketing and finance, although it should be noted that the beginnings of postgraduate study

date back to 1963 (postgraduate study for economists, which took the form of seminars). In 1974, a new curriculum was adopted, which allowed for a uniform first year and specialisation in subsequent years. This organization was more flexible and allowed students to make a thoughtful choice of orientation, while at the same time ensuring a more rational implementation of the educational process (Bastič, 2009).

In 1959, the Junior College of Personnel and Social Studies (today the Faculty of Organizational Sciences) was established in Kranj as part of the Institute for Personnel Education and Work Organization Studies. The school was initially intended for management personnel, and education took the form of several full-day seminars. The following year, it became a nationwide junior college for human resources personnel. In 1963, the school developed an organizational course and a course of occupational safety. In 1965, it was renamed the Junior College of Work Organization. New study programmes were developed, along with new methods and techniques of teaching. The school also attracted considerable interest in other republics of the former Yugoslavia. During preparations for the transition from junior college to college in the 1970s, development focused on the study of organizational sciences (computer science, industrial pedagogy and interdisciplinary programme development). From the very beginning of its development, organizational sciences, unlike other sciences within business and administrative sciences, focused on relationships within organizations. In 1974, the junior college was transformed into the College of Work Organization (Podlogar & Zupan, 2009).

In 1960, a two-year Junior College of Agronomy (today the Faculty of Agriculture and Life Sciences) was established. For the first ten years, it trained agricultural engineers (experts in the transfer of applied and developmental findings into practice) in the fields of pomology, viticulture, arable farming and animal husbandry. Students attended classes on a full-time or part-time basis. In the early years, there were 30 percent more part-time than full-time students. Except for Maribor, lectures were also organized in several other cities across Slovenia, in cooperation with workers' universities and some agricultural schools. Over the course of a decade, the Junior College of Agronomy adapted to the needs of society and the development of agriculture. It was the first in the former Yugoslavia to recognise the need for adjustments, so in the academic year 1971/72, it introduced a study programme focused on agricultural promotion (consulting). Due to the rapid development of agricultural mechanisation and the modernisation of agriculture, in the following academic year 1972/73, the school also accredited an interdisciplinary study

programme in agricultural engineering, which was implemented by staff from the Junior College of Agronomy and the Department of Engineering of what was then the Technical College (Nemec & Turk, 2005).

In 1960, the Junior College of Law (today's Faculty of Law) also began its education activities. The first lectures were held on 17 October of the same year, specifically for part-time students. On 29 September 1962, the first graduates of the two-year law programme in Maribor received their diplomas. The first decades of the operation of the Junior College of Law were marked by several unsuccessful attempts to transform it into a College of Law. This finally happened in 1990, but even earlier (in 1975), the Junior College of Law signed a self-management agreement on merging with the University of Maribor (Ivanjko et al., 2010).

In 1961, the four-year Pedagogical Academy (now the Faculty of Education, the Faculty of Arts, and the Faculty of Natural Sciences and Mathematics) was established, which initially educated students through junior college programmes and, when the need arose, through college study programmes. This gave the Pedagogical Academy the character of a specialised higher education institution with two-cycle education. This was an extraordinary event at the time, as the city of Maribor, with its five junior colleges, also gained its first college that trained staff for the needs of preschool, primary, and later also secondary education. As early as the 1960s, it was possible to study in Maribor within the framework of numerous subject groups, such as primary school teaching, Slovenian and Serbo-Croatian, German and Slovenian, English and Slovenian, mathematics and physics, technical education and physics, art education in connection with one of the subjects from other subject groups, music, geography and history, biology and chemistry, physical education, etc. (Bračič, 2011).

3 Development of Educational Activities of the Members of the University of Maribor – Study Programmes, Milestones, Internationalisation, Special Features

After the establishment of the University of Maribor, which was formed in 1975 by the merger of six junior colleges and colleges, there was a noticeable acceleration in the comprehensive development of its members and their study programmes. The 1980s and 1990s were marked by the transformation of colleges into faculties, while the period after 2000 saw the implementation of the principles of the Bologna

Declaration and a significant increase in the range of study programmes with the establishment or affiliation of new members of the university. The establishment of seven faculties through the separation of two faculties that were founding members of the university also brought a certain dynamic to this process. Thus, in 1995, four faculties were created from the Faculty of Technology, and in 2006, three independent faculties were created through the transformation of the Faculty of Education.

The following is a summary of the development of educational activities in accordance with the current alphabetical order of the members of the University of Maribor. At the end of each subchapter, there is also a list of sources that were mainly used by faculty representatives and chapter coordinators.

3.1 Faculty of Economics and Business, University of Maribor (EPF UM)

After becoming part of the university, the college developed in the direction of economic-commercial and economic-organizational sciences, and individual departments were established accordingly. In 1989, the college was reorganized and renamed the Faculty of Economics and Business. The following year, it introduced an MBA programme with two modules (General Management and Fundamentals of Functional Management) and four elective modules. The programme obtained ECBE international accreditation and enabled international student exchanges. A major change in the study programmes of the regular undergraduate study programme was implemented in 1991, when an integrated higher education study programme with seven fields of study was introduced for graduate economists: banking and finance, economics, marketing, international trade, entrepreneurship, business informatics and business organization. Between 1991 and 1998, several TEMPUS projects were carried out at the EPF UM, connecting the faculty with important university partners in Germany, Belgium, Sweden, Austria, and Italy. These connections led to the creation of an extremely successful study programme in Small and Medium-Sized Enterprise Management (the first of its kind in Slovenia), which was later renamed Entrepreneurship (Bastič, 2009).

The next major overhaul of study programmes took place in 1996, when the university study programme in Economics, the professional higher education study programme in Business Economics and the interdisciplinary university study

programme in Economic Engineering (GING) were accredited, which EPF UM implemented together with the Faculty of Mechanical Engineering UM, the Faculty of Electrical Engineering and Computer Science UM, and the Faculty of Civil Engineering UM (now the Faculty of Civil Engineering, Transportation Engineering and Architecture UM). This study programme was the first of its kind in Slovenia. In 1998/99, the faculty strengthened its international cooperation with the Danish Esbjerg Business Academy and concluded agreements with 10 European universities within the framework of the Socrates-Erasmus programme. This enabled students to study and do internships abroad and participate in international educational cycles.

In the 21st century, the faculty further strengthened its international cooperation, innovated its study programmes and obtained international accreditations. In 2006/07, the first generation of students enrolled in Bologna 1st and 2nd cycle study programmes, and a year later, studies began at the renewed 3rd cycle. With the Bologna reform, the interdisciplinary study programme GING also gained a second and later a third cycle (Hauptman & Oplotnik, 2019). Later, the doctoral study programme in Economics and Business Sciences was renovated into a study programme with an individual research focus, which students have been enrolling in since the academic year 2019/20. In the first cycle of study, the EBS (Economic and Business Studies) programme has been introduced, which is offered as a part-time study programme, taught exclusively in English, and consists of three modules. In the second cycle, two new programmes have been introduced, which are offered as part-time programmes and only in English: Economic and Business Studies and Data Science in Business.

The faculty currently offers programmes across the entire vertical spectrum, namely:

- first-cycle professional higher education study programme in Business Economics;
- first-cycle university study programme in Economics and Business Sciences;
- second-cycle study programme in Economics and Business Sciences; and
- third-cycle study programme in Economics and Business Sciences.

The EPF UM study programmes are internationally comparable and modern. Since 2009, the first- and second-cycle programmes have been internationally accredited by the ACBSP (Accreditation Council for Business Schools and Programs), and in

2018, the faculty also obtained international accreditation from one of the most prestigious accreditation associations, AACSB (The Association to Advance Collegiate Schools of Business). Less than 6 percent of all business programmes in the world have this accreditation.

When it comes to student support, it is worth mentioning that a Career Centre was established at the faculty in 2005, which connects graduates with employers and supports students in developing their careers. In the academic year 2006/07, the faculty was among the first at the University of Maribor to introduce a tutoring office with the aim of facilitating the transition and simplifying access to important information about the study process (Bastič, 2009). In 2023/24, the tutoring system was renewed; now, in addition to a large group of student tutors, it also includes teacher tutors and an OK point – an office providing comprehensive assistance to students.

3.2 Faculty of Electrical Engineering and Computer Science, University of Maribor (FERI UM)

While still part of the Technical College (which was transformed into the Faculty of Technology in 1985), a university programme in Electrical Engineering was introduced in 1975, followed by a postgraduate programme in 1977. In 1984, a study programme in the field of computer science and informatics was introduced. In the academic year 1993/94, an interdisciplinary study programme in economic engineering for the field of electrical engineering was also launched (together with EPF UM, FGPA UM, and FS UM). After the Faculty of Technology was divided into four independent faculties in 1995, FERI UM began the academic year 1996/97 with two professional higher education study programmes (Electrical Engineering and Computer Science and Informatics) and three university study programmes (Electrical Engineering, Computer Science and Informatics, and Industrial Engineering). These programmes were later joined by the university study programmes Telecommunications (2001/02) and Media Communications (2002/03) (Prebevšek, 2021).

In the process of reforming study programmes in accordance with the Bologna Declaration, the existing undergraduate university and higher education study programmes in Computer Science and Informatics were transformed into independent first-cycle study programmes in Computer Science and Information

Technology and Informatics and Communication Technologies. Mechatronics, one of the branches of the university study programme in Electrical Engineering, was transformed into an independent interdisciplinary study programme, which is carried out by FERI UM in cooperation with FS UM. First-cycle study programmes began in the academic year 2007/08, second-cycle programmes in the academic year 2010/11, and the renewed doctoral programme (third cycle) was first announced in the academic year 2009/10 (Prebevšek, 2021).

FERI UM study programmes enable students to acquire basic knowledge and relevant professional competences, which provide graduates with broad employment opportunities at home and abroad. First-cycle study programmes include compulsory practical training in industry, which enables students to acquire the necessary knowledge to independently solve practical problems in the field. In the second and, above all, third cycle, students can participate in basic and applied research conducted by internationally recognised researchers at the faculty. Students can enrol in professional higher education study programmes, which are somewhat more practice-oriented and geared towards early employment, or in university study programmes, which are internationally comparable and structured towards continuing studies in the 2nd and 3rd cycles. Regardless of the type of study, the content of the study programmes covers the most relevant disciplines of contemporary technological development in the fields of electrical engineering, computer science and informatics, media communications, telecommunications, and mechatronics. The faculty is aware of the importance of close cooperation with the economy and industry, which is why it organizes annual working meetings of programme councils at which it learns about the development directions of employers and their expectations regarding the professional competences of FERI UM graduates.

The faculty is also closely integrated into the wider European academic space through a multitude of student exchanges and teaching staff visits. The first mobility programmes at the faculty took place in the academic year 1999/00. Eight students came to FERI UM, and 19 students went on exchange. The first teaching mobilities were also carried out – eight teachers went on mobility, and five came to FERI UM. Currently, the faculty accepts more than 150 foreign students each year, and around 50 students go on exchange. In 2009, the FERI UM Alumni Club was established, the purpose of which is to maintain contact with former students, alumni, even after they have completed their studies. Such networking facilitates the creation and

implementation of various activities, from co-mentoring in final theses to applied research projects, etc. (Prebevšek, 2021).

With 2,360 enrolled students and 338 employees, FERI UM is the largest faculty at the University of Maribor. During its existence and operation, the faculty has educated 12,140 graduates, 380 masters of science, and 358 doctors of science.

3.3 Faculty of Energy Technology, University of Maribor (FE UM)

The Faculty of Energy Technology is the second newest faculty at the University of Maribor. It was established in 2007 and is the only new public technical faculty in Slovenia in recent decades. The faculty is based in Krško and has a permanent branch in Velenje. The locations were not chosen at random; they are the largest energy hubs in Slovenia. This gives students direct contact with large energy systems, which is an additional advantage in teaching and research work. Students acquire in-depth knowledge in a wide range of energy fields, namely in the areas of energy efficiency, conversion of various forms of energy into electrical energy, energy transmission, distribution, and transformation, alternative energy technologies and other related fields. With an individual approach to students and state-of-the-art laboratories at the faculty, they create the right conditions for high-quality study and prepare graduates for the challenges that the future of energy will bring. All study programmes are aligned with the Bologna process, which allows for a high degree of choice. As part of the study programme, students can choose to complete some of their study obligations in the fields of hydropower, thermal power, nuclear power, renewable energy sources, alternative energy and general energy (Univerza v Mariboru, Fakulteta za energetiko, 2024).

The faculty began offering first- and second-cycle study programmes in the academic year 2008/09 and third-cycle study programmes in the academic year 2012/13. Major changes to the first two cycles study programmes were made in the academic years 2018/19 and 2024/25, while major changes to the third-cycle study programme were made in the academic year 2019/20, when it also became a member of the Doctoral School Council of the University of Maribor. As of 2024, the study programmes of the first two cycles are entered in the EEED (European Engineering Education Database) (Univerza v Mariboru, Fakulteta za energetiko, 2024).

The faculty offers a complete vertical study programme, namely:

- first-cycle professional higher education study programme in Energy;
- first-cycle university study programme in Energy;
- second-cycle study programme in Energy; and
- third-cycle study programme in Energy.

The professional higher education and master's study programmes are offered as full-time and part-time programmes, the university programme as a full-time programme, and the doctoral programme as a part-time programme.

The faculty has concluded numerous Erasmus+ and other inter-institutional agreements, which enable extensive international cooperation in various fields with numerous universities around the world, including institutions from Austria, the Czech Republic, Croatia, Germany, Poland, Romania, Spain, North Macedonia, Serbia, Turkey, and China. Cooperation includes guest lectures, research collaboration, and exchanges of university teachers and researchers (Univerza v Mariboru, Fakulteta za energetiko, 2024).

Since the start of the study programmes in all three cycles (in all years), more than 4,000 students have been enrolled at FE UM (of which 80 per cent are enrolled in the first-cycle study programmes, 17 per cent in the second-cycle study programme and 3 per cent in the third-cycle study programme), around 200 per year in recent years, and more than 550 students have already completed their studies. According to data from the Employment Service of Slovenia, it can be concluded that the employability of graduates is over 99 per cent (Univerza v Mariboru, Fakulteta za energetiko, 2024).

3.4 Faculty of Civil Engineering, Transportation Engineering and Architecture, University of Maribor (FGPA UM)

The study programmes of today's FGPA UM continue and upgrade the study content that was already available to students in Maribor during the operation of the Junior Technical College, the Technical College and the Faculty of Technology, which was established in 1985 (Prebevšek, 2021). During this period, new laboratories and research centres were established, enabling practical exercises and the integration of the academic and industrial sectors. In addition, the faculty began

to involve students more intensively in research projects and innovation initiatives, which increased the quality of the educational process and stimulated the development of new technologies in the fields of civil engineering, transport engineering and architecture.

The Faculty of Civil Engineering was established as an independent member of the University of Maribor in 1995 (Prebevšek, 2021). This enabled greater autonomy in the development of study programmes and research activities in the field of civil engineering, as well as easier adaptation to the needs of industry, greater flexibility in the introduction of new research programmes, and the strengthening of connections with the economy and the wider academic community. In 2012, the Department of Civil Engineering, the Department of Transportation Engineering, and the Department of Architecture were established at the faculty, and in 2015, the faculty confirmed this organizational and content-related orientation on a symbolic level and renamed itself the Faculty of Civil Engineering, Transportation Engineering and Architecture (FGPA) (Prebevšek, 2021). This further emphasised its interdisciplinary orientation.

In addition to civil engineering, which remained the central pillar of the faculty, over the years the faculty introduced new study programmes that reflected changes in industry and the labour market. In 1993, the programmes of Economic Engineering (in partnership with EPF UM, FERI UM and FS UM) and Transportation Engineering (Prebevšek, 2021) were introduced, enabling the integration of technical and economic knowledge and a comprehensive approach to infrastructure and transport. In 2007, the Architecture study programme was introduced, an important step towards interdisciplinary integration with civil engineering and urban planning. In the same year, the faculty switched to the Bologna education system, which enabled greater comparability of study programmes at the international level and increased student mobility. The renewed programmes included more practical work, project work and modern approaches to teaching, which contributed to greater connectedness with industry and strengthened the employability of graduates. Numerous new courses address digitalisation, sustainable development and the use of modern technologies in construction, transportation engineering and architecture.

In terms of the development of postgraduate study programmes, it should be noted that a doctoral study programme in civil engineering was introduced as early as 1982, and today the faculty offers master's and doctoral study programmes in all its core

areas. The third-cycle study programme in Civil Engineering focuses on the development of advanced research methods and technologies that contribute to innovation in the construction industry. The third-cycle study programme in Transportation Engineering focuses on the development of advanced mobility systems, sustainable transport and transport safety. One of the more important new additions is the third-cycle study programme in Economic Engineering, which is implemented in collaboration with FS UM and EPF UM. This is the first and only truly interdisciplinary study programme in the field of Economic Engineering in Slovenia. It comprehensively addresses the challenges at the intersection of technical and economic-business aspects. A third-cycle study programme in the field of architecture is currently in the process of accreditation.

The faculty began participating in the Erasmus programme in 1999 and joined the European network EUCEET (Prebevšek, 2021). It is also involved in several international projects, such as TRACE, GRETA, and FOOD4CE, which focus on sustainable development, digitalisation and innovation in construction. The faculty is known for its interdisciplinary approach, strong connections with the economy, and innovative teaching methods. In addition, it is one of the pioneers of tutoring in Slovenian higher education, having introduced a tutoring system in 2001, which has been upgraded over the years and includes both student and teacher tutors. Of particular importance is Platform 5.0, which represents a new concept of education in the fields of construction, architecture and transportation. This platform incorporates advanced technologies such as digital fabrication, robotics and 3D printing, and enables interdisciplinary collaboration between students and experts from various fields. FGPA UM is also one of the few faculties in Slovenia that actively develops the concept of sustainable construction and smart cities with an emphasis on digitalisation, green mobility and energy-efficient solutions.

3.5 Faculty of Chemistry and Chemical Engineering, University of Maribor (FKKT UM)

After the Technical College was incorporated into the University of Maribor, the first enrolment of students in the third year of the study programme in Chemical Technology took place in the same year (1975), marking the beginning of a four-year higher education programme (Glavič, 2024). After completing five semesters of study and a thesis, chemical technology engineers could continue their studies by enrolling in the third and fourth years. After completing their study obligations with

a thesis, they obtained a higher education degree with the title of Bachelor of Engineering in Chemical Technology (BSc. Eng. Chem. Tech.).

In the academic year 1980/81, the faculty's study programme was transformed into a two-year junior college programme and a four-year college programme, which had a common first year, then split and concluded with a diploma. The junior college programme, which initially covered mainly the field of chemical technology, gradually developed in the direction of chemical engineering. In the autumn of 1982, postgraduate studies in chemical technology also began, first at the master's level and later at the doctoral level (Trauner, 1994).

FKKT UM became an independent faculty in the academic year 1994/95, when the former Faculty of Technology was divided into four faculties. This was followed by a period of accelerated development in the fields of education, expertise and science. In 1996, the two-year junior college programme was abolished and the professional higher education study programme in Chemical Technology was introduced. In 2001, a new field of study, Biochemical Engineering, was introduced into the university study programme in Chemical Technology.

In 2009, the study programmes were reformed within the framework of the Bologna Process with a 3 + 2 structure. In the first cycle, the professional higher education study programme in Chemical Technology was retained, while the four-year university study programme in Chemical Technology was transformed into the first-cycle university study programme in Chemical Technology and the second-cycle study programme in Chemical Engineering with the fields of study Chemical Engineering and Biochemical Engineering. Two new study programmes were also introduced, namely the first-cycle university study programme and the second-cycle study programme in Chemistry. The postgraduate study programme for the education of Doctors of Science became the third-cycle study programme in Chemistry and Chemical Engineering. In 2019, the study programmes were renamed: the first-cycle university study programme in Chemical Technology and the second-cycle study programme in Chemical Engineering are now called Chemical Engineering, while the third-cycle study programme in Chemistry and Chemical Engineering was renamed Chemistry and Chemical Engineering (Prebevšek, 2021).

As part of the Recovery and Resilience Plan (RRP) project, the faculty is renewing its study programmes for the digital and green transition, introducing a virtual laboratory and preparing to issue micro-credentials for lifelong learning (Glavič, 2024). Due to the anticipated increase in the needs of the local pharmaceutical industry, in 2023 the faculty began preparations for the introduction of new study programmes in Advanced Biopharmaceutical Engineering in the 1st and 2nd cycles of study. To bridge the transition period until the first master's degrees of the new study programmes are awarded, a new field of study, Biopharmaceutical Engineering, will be introduced in the academic year 2025/26 in the second-cycle study programme in Chemical Engineering.

Today, the faculty provides a credit system of study and international student exchange. Within the framework of programmes such as Erasmus, CEEPUS and others, students can complete part of their study obligations abroad and thus gain valuable experience at renowned universities. Similarly, an increasing number of foreign students are completing part of their study obligations at FKKT UM (Prebevšek, 2021). Chemical engineering programmes are listed in the European Engineering Education Database (EEED) of the European Engineering Federation (EE), which enables graduates to obtain the EUR ING certificate.

The faculty currently educates approximately 100 graduates per year (60 in the 1st cycle and 40 in the 2nd cycle), who are directly employable in a wide range of Slovenian industries.

3.6 Faculty of Agriculture and Life Sciences, University of Maribor (FKBV UM)

Due to Slovenian policy requirements for the standardisation of study programmes offered at multiple educational institutions simultaneously, after 1980, the programmes at the Junior College of Agronomy of the University of Maribor were harmonised with those at the Faculty of Biotechnology of the University of Ljubljana. Since 1985, the school has been educating students in three fields of study, namely animal husbandry, plant production (arable farming and pomology and viticulture) and agricultural engineering. These study programmes already took into account the specific needs of the private agricultural sector to a large extent. The development of agriculture in the 1970s and 1980s increasingly focused on family farms. As a result, basic, development-oriented, and professional subjects were further strengthened during this period, and the duration of study was extended

from four to five semesters. In order to compensate for the lack of its own estate and to provide students with practical training, the school introduced the so-called master farm project in the academic year 1989/90, which the faculty continues to successfully develop and upgrade today (Ferčal & Kramberger, 2015).

In 1992, the Junior College of Agronomy was transformed into the College of Agriculture with a higher education study programme in Agronomy (specialisation: pomology and viticulture, duration: four years), and in the following years, it also developed higher education programmes for other specialisations. In 1994, it began enrolling students in the higher education programme in Agronomy (two courses: pomology and viticulture, and arable farming and horticulture) and the junior college programme in Agriculture (three courses: agronomy, animal husbandry and agricultural engineering). In the same year, the school leased the Pohorski dvor estate from the State Agricultural Land Fund, comprising 48 hectares of arable land, 60 hectares of orchards, 21 hectares of vineyards, 12 hectares of meadows and pastures, 8 hectares of botanical gardens and 245 hectares of forest (Nemec & Turk, 2005).

At the end of 1995, the College was transformed into the Faculty of Agriculture. The faculty enrolled its first university students in the academic year 1996/97, and until 2010, it educated students in a four-year university programme, three three-year higher education programmes, two two-year master's programmes, a four-year doctoral programme and a four-year single-cycle doctoral programme (Nemec & Turk, 2005).

Bologna three-year first-cycle study programmes have been implemented since the academic year 2006/07, namely (Ferčal & Kramberger, 2015): first-cycle university study programme in Agriculture (since 2014/15 Agriculture and Environment) and first-cycle professional higher education study programmes in Agronomy – Ornamental Plants, Vegetables and Field Crops; Biosystems Engineering; Organic Farming; Viticulture, Oenology and Pomology; Animal Husbandry and Management in Agri-Food and Rural Development (since 2019/20 Agricultural Economics and Rural Development).

Two-year Bologna second-cycle study programmes began in the academic year 2007/08, namely Agriculture, Agricultural Economics and Food Safety in the Food Chain (since 2008/09) (Nemec, 2010). In the same year, two third-cycle study programmes were also launched, initially as three-year programmes and, from the

academic year 2021/22, as four-year programmes, namely Agriculture and Agricultural Economics.

The launch of the Bologna study programmes coincided with two important milestones in the development of the faculty. Since its establishment in 1960, the school or faculty had been operating in Maribor, but in 2008 it moved to the renovated premises of Hompoš Castle in Hoče and was renamed the Faculty of Agriculture and Life Sciences (Nemec & Turk, 2005). All study programmes were internally evaluated in 2021, and their content is regularly updated.

The faculty is a member of the Food Quality and Health (FQH) association and the Danube Soya Association. It has concluded 72 inter-institutional agreements for student exchanges and 45 agreements for teaching staff mobility in Erasmus+ partner countries. In addition, it also cooperates with Erasmus+ partner countries, with which it has concluded 10 inter-institutional agreements covering both student exchanges and teaching staff mobility. The faculty is also active in the CEEPUS programme, participating in four different networks (Ferčal & Kramberger, 2015). In recent years, mobility in various fields has experienced fluctuations, but after a decline in 2020/21 due to the coronavirus pandemic, it is once again growing significantly in all areas, including student participation in summer schools, which reached record mobility in 2023/24 with 32 incoming and 9 outgoing participants.

3.7 Faculty of Logistics, University of Maribor (FL UM)

The Faculty of Logistics is the only specialised academic institution in the field of logistics and supply chains in Slovenia and this part of Europe. The faculty is one of the younger members of the university, the establishment of which began in 2002 with the signing of a letter of intent between the University of Maribor, the Municipality of Celje and the Municipality of Krško, that committed to providing the financial, infrastructural, personnel and status-organizational conditions for the establishment and operation of the faculty. In 2003, the first study programmes began to be prepared, namely first-cycle professional higher education and university study programmes, second-cycle study programmes and third-cycle study programmes, and the faculty was formally established the following year. Logistics studies began at the Celje and Krško locations in 2005 and were modernised a year later with the introduction of blended learning (Blend FL) in the online classroom and with video conference lectures. In 2007, the faculty awarded its first diplomas

to second-cycle students (Logistics Systems study programme) and began offering a third-cycle study programme in Logistics Systems (Univerza v Mariboru, Fakulteta za logistiko, n. d.).

In order to increase its international recognition, in 2008 the faculty obtained international accreditation from the European Council for Business Education (ECBE), committing itself to the continuous improvement and modernisation of teaching and research work at the faculty, followed by re-accreditations (which have been ongoing throughout the faculty's history). In 2009, the first first-cycle graduates received their diplomas and the faculty obtained the American ACBSP accreditation. This accreditation means that the study programmes are now recognised in the USA, Canada and Mexico; the faculty has also continued its successful re-accreditation throughout its years of operation (Univerza v Mariboru, Fakulteta za logistiko, n.d.).

In 2013, the faculty accredited the first joint second-cycle study programme in Logistics Systems in Economics, which it implemented together with the Faculty of Economics of the University of Novi Sad (Serbia). In 2016, a Programme Council was established, comprising representatives of experts from various fields of logistics, which acts as an advisory body for the field of study and academic development (Univerza v Mariboru, Fakulteta za logistiko, n. d.).

FL UM has also obtained international accreditation from the ELA (European Logistics Association), a leader in the field of accreditation of acquired logistics competences. In addition, it holds the title of Sports-Friendly Faculty and is a member of the Eco-School programme.

A major advantage of studying at the faculty is its engineering focus on new technologies, process optimisation and management as well as working with cutting-edge technology, which is also made possible by more personalised study in higher years (students not only learn about, but also work with cutting-edge equipment in practice). All this also contributes to the exceptionally high employability of graduates.

The following study programmes are currently offered at FL UM:

- first-cycle professional higher education study programme in Economic and Technical Logistics;

- first-cycle university study programme in Logistics Systems;
- second-cycle study programme in Logistics Systems; and
- third-cycle study programme in Logistics Systems.

To date, FL UM has enrolled a total of 5,838 students who have attended Bologna study programmes since the very beginning. It has awarded 895 diplomas to graduates of the first-cycle professional higher education study programme in Economic and Technical Logistics, 622 diplomas to graduates of the first-cycle university study programme in Logistics Systems, 370 diplomas to graduates of the second-cycle study programme and 35 diplomas to doctors of science. A total of 1,922 graduates have completed their studies.

In recent years, the first-cycle university study programme and the second-cycle study programme have also been actively implemented in English, the quality of which is recognised by students from all over the world. A large number of candidates from abroad have also completed the third-cycle study programme. The faculty also justifies its successful internationalisation by offering part-time studies in English from the academic year 2022/23 onwards. In the academic year 2024/25, 41 foreign students are enrolled in the first-cycle university study programme and as many as 68 in the second-cycle study programme. Since the academic year 2012/13, the faculty has also been involved in the Erasmus+ mobility programme, which has recently been enhanced with exchanges within the CEEPUS framework. The faculty also boasts an extremely successful organization of summer schools and an international student symposium, which takes place in a different country each year in cooperation with partner institutions.

3.8 Faculty of Natural Sciences and Mathematics, University of Maribor (FNM UM)

Study programmes focusing on natural sciences and mathematics had already been developed within the Faculty of Education. Thus, in the academic year 1996/97, enrolment in university double-subject pedagogical study programmes in Biology and ..., Physics and ..., Chemistry and ..., Mathematics and ..., and Production-Technical Education and ... took place for the first time. In 1999, a double-subject pedagogical study programme in Computer Science and ... was added. The year before, single-subject pedagogical study programmes in Mathematics and Physics

were also launched, and in 2002, the faculty also offered students the first non-pedagogical study programme in Mathematics (Haramija, 2011).

In 2006, a reorganization led to the division of the Faculty of Education into the Faculty of Natural Sciences and Mathematics, the Faculty of Arts and the new Faculty of Education. FNM UM took over the study programmes of the former PEF UM in the field of natural sciences and mathematics, while at the same time gaining autonomy, which enabled it to introduce new modern study programmes and strengthen research activities in the fields of biology, mathematics, physics and technology. The new Bologna study programmes began to be implemented in 2006. Due to the ever-increasing demand for such personnel in the economy (banks, insurance companies, stock exchange houses, programming companies, etc.), non-pedagogical study programmes were created.

University double-subject first-cycle study programmes Educational Biology, Educational Physics, Educational Chemistry, Educational Mathematics, Educational Computing and Educational Technology were first offered in the academic year 2008/09, but were gradually phased out due to strategic decisions and the transition to a single-cycle master's degree programme. The first step towards discontinuation was taken in the academic year 2016/17, when the enrolment in the first years of these study programmes was stopped. Students who were already enrolled have the opportunity to complete their studies in these study programmes by 2026, when they will be permanently discontinued. The first single-subject non-pedagogical first-cycle university study programme to be launched was Physics, which the faculty first offered in the academic year 2007/08. A year later, it was joined by the single-subject non-pedagogical first-cycle study programmes in Mathematics and Ecology with Nature Conservation, and another year later by the single-subject non-pedagogical first-cycle study programme in Biology. The faculty has updated and modernised these study programmes several times in line with the needs of the economy, and they remain part of the faculty's educational offering today (Vaupotič, 2011).

In 2016/17, a single-cycle master's degree programme in Subject Teaching was introduced. This programme includes six fields: Educational Biology, Educational Physics, Educational Chemistry, Educational Mathematics, Educational Computing and Educational Technology. The purpose of this study programme was to replace the discontinued double-subject study programmes and offer a more comprehensive and integrated education for future teachers (Zmazek, 2021).

Before the Bologna reform, the faculty offered the following master's degree programmes, which enabled students to obtain a master's degree in specific fields: biology, mathematics, mathematics – education, and physics – education. The faculty offered two postgraduate study programmes for specialisation in physics – education and environmental education. Two doctoral study programmes were also available to students: Biology and Mathematics.

After the Bologna reform, the faculty offered the following non-pedagogical second-cycle study programmes: Biology and Ecology with Nature Conservation, Physics and Mathematics. These study programmes are a natural continuation of the first-cycle study programmes of the same name. In addition to these, students can also choose between two single-subject second-cycle pedagogical study programmes: Educational Mathematics and Educational Technology. The first is particularly important, as it enables graduates to teach at grammar schools. The second-cycle pedagogical study programme in Educational Technology is particularly important for the training of technical teachers in schools. Among the third-cycle study programmes, the study programmes in Ecological Sciences, Physics and Mathematics were launched in 2009. These programmes were initially implemented as three-year programmes, but in 2018 they joined the doctoral school of the University of Maribor and now last four years (Zmazek, 2021).

Internationalisation is an important part of the faculty's strategy. It participates in Erasmus+ programmes, and some of its third-cycle study programmes are conducted in English, which attracts foreign students and increases the faculty's visibility in the international space.

3.9 Faculty of Organizational Sciences, University of Maribor (FOV UM)

The first undergraduate students enrolled at the College of Organizational Sciences in 1975. Two years later, the first students enrolled in the master's degree programme in Integral Quality and Reliability Management. In 1984, the school had its first doctoral student in the field of human resources education. In the 1980s, the school offered junior college and college study programmes in the field of labour organization and organizational informatics at the undergraduate level, as well as specialist, master's and doctoral study programmes at the postgraduate level. In 1989, the college was transformed into the Faculty of Organizational Sciences (Podlogar & Zupan, 2009).

In the academic year 1996/97, junior college study programmes were abolished and replaced by university and professional higher education study programmes in the field of labour organization and organizational informatics. The faculty began preparing Bologna study programmes in 2004 and implemented them two years later, when the first generation of Bologna students enrolled. In 2009, the second-cycle study programmes obtained ECBE international accreditation (Podlogar & Zupan, 2009).

Other major milestones in education over the past two decades include:

- the first generation of students enrolled in the second-cycle study programme in Management in Health and Social Care, which is run by FOV UM in collaboration with the Faculty of Health Sciences of the University of Maribor (FZV UM) (2010);
- the renovation of first- and second-cycle study programmes (2011 and 2017);
- the introduction of e-learning (2011);
- the renovation of doctoral studies (2015);
- the renovation of second-cycle study programmes (2016);
- enrolment of the first generation of students in the first-cycle professional higher education study programme in Sports Management (2017);
- accreditation of the first-cycle professional higher education study programme in Crisis Management (2018) and enrolment of the first students (2019/20);
- ECBE re-accreditation of second-cycle study programmes (2020);
- pilot implementation of shorter training courses for obtaining micro-credentials as part of the RRP Bionika pilot project.

Today, FOV UM offers first-cycle university study programmes in Organization and Management of Human Resources and Education Systems, Business Systems Engineering, and Organization and Management of Information Systems, as well as first-cycle professional higher education study programmes in Organization and Management of Human Resources and Education Systems, Business Systems Engineering and Organization and Management of Information Systems, and the newest study programmes in Sports Management and Crisis Management.

At the postgraduate level, the faculty offers second-cycle study programmes in Organization and Management of Human Resources and Education Systems, Business Systems Engineering and Organization and Management of Information Systems. Together with FZV UM, it also offers a second-cycle study programme in

Management in Health and Social Care. Third-cycle study programmes include Organization and Management of Human Resources and Education Systems, Organization and Management of Business and Work Systems and Organization and Management of Information Systems.

A special feature of studying at FOV UM is the way in which the teaching process is carried out. It is carried out in blocks, which means that students can regularly complete their study obligations and that an extraordinary exam date is also available to them after each completed lecture and exercise. This is a feature that has been present at the faculty throughout its existence and is very well received by students and the wider community. The faculty has a Career Centre, which supports students from enrolment to graduation with a variety of activities (case study competitions, round tables, workshops, participation in conferences, professional excursions, etc.), which significantly complements regular teaching activities and enables students to upgrade the skills and competences they need in the working environment. Students are also regularly involved in various student projects, demonstrations and tutoring, which the faculty began in 2008. International activities are also extensive, ranging from student and staff mobility to the organization of a traditional summer school.

3.10 Faculty of Mechanical Engineering, University of Maribor (FS UM)

The Department of Mechanical Engineering at the Technical College or Faculty of Technology (1985) offered study programmes in Textiles and Mechanical Engineering. In 1976, a postgraduate master's programme in textiles and a doctoral programme in mechanical engineering were launched. In 1993, an interdisciplinary university study programme in Industrial Engineering, specialising in Mechanical Engineering, was launched (in collaboration with EPF UM, FERI UM, and FGPA UM). After the establishment of FS UM (1995), it responded even more intensively to changes in industry, such as new technologies, materials, production processes and a growing spectrum of knowledge, for which engineering staff remain indispensable. Thus, in 1996, junior college studies were abolished and a three-year professional higher education study programme was introduced. In 1998, new fields of study were established in university study programmes: Environmental Engineering, Business Engineering, Engineering Design, Eco-Textile Engineering, Clothing Engineering and Engineering Management. In 2001, a credit system was introduced at the faculty, along with a new interdisciplinary field of study, Mechatronics, in the university study programme, and new fields of study,

Maintenance, Textile and Clothing Care and Clothing Construction and Modelling, in the professional higher education study programmes. In 2004, a new study programme in Toolmaking was added to the higher education study programme in Mechanical Engineering. In the same year, a modular approach to study was also introduced in the master's and doctoral study programmes in Mechanical Engineering, Textile Technology and Technical Environmental Protection (Prebevšek, 2021).

Between 2004 and 2009, FS UM redesigned its study programmes in line with the objectives of the Bologna reform. The Bologna study programmes were introduced gradually, first at the first cycle. Thus, in the academic year 2006/07, the first-cycle university study programme in Design and Textile Materials was launched. A year later, other first-cycle university study programmes joined it: Mechanical Engineering, the interdisciplinary study programme in Industrial Engineering and Mechatronics. In the academic year 2009/10, the first-cycle professional higher education study programmes in Mechanical Engineering and Textile Design Technology were introduced. In the same year, studies began in the second-cycle study programme in Design and Textile Materials and the third-cycle study programmes Mechanical Engineering and Technical Environmental Protection (Polajnar, 2025).

At the beginning of the next decade, additional study programmes and/or fields of study were developed at all three levels, some of which had already been redesigned by the end of the decade. An important milestone was the launch of the renewed doctoral study programme at the FS UM Doctoral School, which in the academic year 2019/20 replaced the previous third-cycle study programmes in Mechanical Engineering, Technical Environmental Protection and Design and Textile Materials. The range of doctoral studies was later supplemented with the accreditation of the third-cycle study programme in Industrial Engineering (Polajnar, 2025).

The Faculty of Engineering entered the academic year 2024/25 with the following study programmes:

- first-cycle university study programmes: Mechanical Engineering, Industrial Engineering, Mechatronics and Environmental Engineering;
- first-cycle professional higher education study programmes: Mechanical Engineering, Mechatronics and Textile Design Technologies;

- second-cycle study programmes: Mechanical Engineering, Industrial Engineering, Mechatronics, Environmental Engineering, Product Engineering Design and Design and Textile Materials;
- third-cycle study programmes: FS UM Doctoral School and Industrial Engineering.

The faculty is gradually changing the ratio between basic and professional knowledge, increasing the latter. In this sense, the faculty is continuously improving and renovating its study programmes, including the development of credit-rated extracurricular activities, free choice of courses and distance learning, as well as international cooperation. The first beginnings of the tutoring system date back to 1996, and in 1998, a project group called Quality Leap was appointed, within which tutoring was considered an important factor in the quality of the educational process.

In 65 years, 11,670 diplomas were awarded in the study programmes of FS UM and its predecessors: 6,212 in pre-Bologna university study programmes, 1,829 in pre-Bologna professional higher education study programmes, 1,148 in first-cycle university study programmes, 806 in first-cycle professional higher education study programmes, 92 in specialist study programmes, 862 in second-cycle study programmes, 418 in study programmes for obtaining a master's degree, and 303 in study programmes for obtaining a doctorate.

3.11 Faculty of Tourism, University of Maribor (FT UM)

The newest faculty of the University of Maribor is the Faculty of Tourism, based in Brežice, which was established in 2009 (Pavlakovič, 2017). The faculty received its first accreditation for the second-cycle study programme in Tourism in December 2011, followed by the accreditation for the first-cycle professional higher education study programme in Tourism and the first-cycle university study programme in Tourism in January 2012. The first students (89) enrolled in the first-cycle study programmes in the academic year 2012/13 (Pavlakovič, 2017), and soon after, the faculty also offered a second-cycle study programme (academic year 2014/15). From the outset, all study programmes were implemented as Bologna programmes, with an emphasis on interdisciplinary knowledge, field work, guest lectures by experts from the field, practical training and internationalisation.

The faculty made major changes to its study programmes in the academic year 2020/21. The aim was to keep pace with developments in tourism science, new trends and the needs of the economy. The new study programmes, with greater differentiation in content, have also been given new names: the first-cycle professional higher education study programme in Contemporary Tourism Practices, the first-cycle university study programme in Tourism: Cooperation and Development, and the second-cycle study programme in Tourist Destinations and Experiences.

The faculty completed the vertical structure of study programmes in the academic year 2022/23, when the first generation of doctoral students enrolled in the third-cycle study programme in Contemporary Tourism Studies. In the same year, the faculty also began implementing credit-rated extracurricular activities (KOOD), within which it currently offers three courses: Guest in Slovenian Society, Sustainable Mountaineering and Raising Awareness of Climate Change through Blogging on Platforms. In 2023, the faculty began planning and implementing shorter training courses for the award of micro-credentials, which it designs for students, the business community and the general public in the fields of green transition and digitalisation in tourism.

When teaching about tourism, it is particularly important to be aware that tourism is an activity created by people for people. The faculty therefore focuses on communication and relationships between providers and guests. This is why the faculty also offers extensive practical training. Students in the professional higher education study programme have 560 hours of practical training, while those in the university study programme have 400 hours. Both study programmes host many experts from the field who share their experiences with students. The first-cycle higher education study programme has many teaching staff who come from the business world and pass on their knowledge (based on real-life examples) to students. Since its establishment, the faculty has been working closely with the business world, public administration, civil society and the environment in general. In this regard, it has also established an advisory body – the FT UM Strategic Council.

Tourism is an international activity, which is why internationalisation is omnipresent at FT UM. In addition to offering programmes in English, Erasmus+, CEEPUS and other forms of mobility for students, teachers and researchers, the faculty is very

globally oriented. The study programmes require the learning of three foreign languages, and practical training and internships abroad are also available. Foreign students (most of whom are from the Western Balkans) study both in Slovenian and English study programmes at the Faculty of Tourism. An important milestone in this area was the establishment of part-time study in English at both the first- and second-cycles. The first students enrolled in the academic year 2018/19, and so far, students from India, Ukraine, Hong Kong, Bosnia and Herzegovina, Russia, Nigeria, Kazakhstan, Pakistan, Bangladesh and Slovenia have studied in the study programmes. For the purposes of part-time study in English, the faculty has organized a branch in Ljubljana. The first graduates of the English-language first-cycle professional higher education study programme defended their final theses in 2022, while the first graduates of the English-language master's programme received their diplomas in 2024.

In the academic year 2023/24, the first COIL (Collaborative Online International Learning) was also implemented as a form of mobility at home. Second-year students of the first-cycle professional higher education and university study programmes participated remotely with students from the Superior School of Technology and Management, the Polytechnic Institute of Beja, Portugal. In addition, the faculty also cooperates with many guest lecturers from other countries.

3.12 Faculty of Criminal Justice and Security, University of Maribor (FVV UM)

In 2003, the Faculty of Police and Security Studies from Ljubljana, which had previously been affiliated with the University of Ljubljana and was part of the Ministry of the Interior of the Republic of Slovenia, joined the University of Maribor. Its beginnings date back to 1973, when the Department of Internal Affairs was established at the Junior College of Administration in Ljubljana, within which studies in the field of internal affairs began to be carried out. In 1981, the Department was transformed into the Junior College of Internal Affairs within the framework of the Republican Secretariat for Internal Affairs, which was also a member of the University of Ljubljana. In 1995, it was transformed into the College of Internal Affairs and renamed the College of Police and Security Studies the following year. In 2003, it was transformed into the Faculty of Police and Security Studies and became a member of the University of Maribor. In 2006, it was renamed the Faculty of Criminal Justice and Security (Sotlar et al., 2013).

The beginning of the study programmes of today's FVV UM dates back to 1973, when junior college education was established for the needs of the state in the field of internal affairs. For the first six years, only on-the-job study was organised, but in the academic year 1979/80, part-time education was also introduced, which enabled participants from other institutions (territorial defence, administrative bodies for internal affairs, judicial bodies, the Yugoslav People's Army, etc.) to study. In 1981, the Junior College of Internal Affairs was established. A certain renovation of the study programme was carried out in 1991, when Slovenia became democratic and independent. For the academic year 1993/94, the call for enrolment also allowed for the enrolment of a certain quota of students. After the adoption of the Higher Education Act in 1993, the process of transforming the junior college into a higher education institution began. A new three-year study programme for obtaining a professional higher education in Security and Internal Affairs was approved in 1995. In the academic year 1996/97, the college began offering a third year of higher education studies for graduates of higher education institutions (Sotlar et al., 2023).

After the school became a faculty in 2003, the four-year university study programme in Security Studies and postgraduate studies in the form of four specialist programmes were launched for the first time in the academic year 2004/05. The three-year professional higher education programme was also renewed. In 2006, a master's programme was launched, followed by a doctoral programme in 2007. When the first-cycle professional higher education study programme in Information Security was accredited in 2010, the range of key educational areas developed by FVV UM was completed. Bologna study programmes at all levels began to be implemented in the academic year 2007/08 (Modic, 2023).

In the academic year 2024/25, the faculty offered five study programmes, namely:

- first-cycle higher education study programme in Security and Police Work (full-time and part-time);
- first-cycle higher education study programme in Information Security (full-time and part-time);
- first-cycle university study programme in Criminal Justice and Security Studies (full-time);
- second-cycle study programme in Criminal Justice and Security Studies (full-time and part-time); and
- third-cycle study programme in Criminal Justice and Security Studies (part-time).

In the academic year 2024/25, 983 students were enrolled in study programmes.

Foreign students are also enrolled in FVV UM study programmes as full-time or part-time students. In the academic year 2024/25, 52 foreigners were enrolled in FVV UM study programmes.

International mobility of students and staff takes place mainly within the framework of the Erasmus+ programme and the Swiss Mobility agreement, but the faculty is also developing bilateral cooperation with other similar institutions around the world (e.g. USA, Russia, Japan). Between the academic years 2006/07 and 2023/24, 217 FVV UM students went on exchange abroad, while 289 students from abroad came to the faculty (Modic, 2023). Each year, foreign exchange students at FVV UM can choose from approximately 40 first- and second-cycle courses, which are taught in English specifically for them. When it comes to staff mobility, on average, approximately five professors per year visit foreign institutions, while approximately twice as many foreign professors visit the faculty. The pinnacle of this type of cooperation is represented by foreign professors who take on the role of co-mentors to doctoral candidates as part of their doctoral studies.

3.13 Faculty of Health Sciences, University of Maribor (FZV UM)

The family of members of the University of Maribor grew for the first time after its establishment in 1993, when the Junior College of Health Care in Maribor was established as a public higher education institution within the University of Maribor. In the academic year 1993/94, the first generation of health care students enrolled in a junior college study programme lasting five semesters. In addition to lectures, seminars and laboratory exercises, the programme also included clinical exercises in teaching bases and professional practical training. As early as 1995, the junior college was transformed into a College of Health Care, which enrolled the first generation of full-time students in the professional higher education programme in Nursing in the academic year 1996/97. In the academic year 1998/99, the school also launched part-time studies for the first time (Pajnkihar, 2018).

Due to the requirements of the European Union, where the nursing profession is a regulated profession, the school began an intensive restructuring of the professional higher education study programme in Nursing in 2002, when Slovenia joined the EU. The following year, the programme was approved as being in line with

European Community Directives (EU 77/452 and EU 77/453). In 2006, the college was transformed into the Faculty of Health Sciences, thus becoming the first faculty in Slovenia in the field of nursing and health sciences (Pajnikihar et al., 2013).

The educational activities of the faculty can be defined through three periods. In the first period, during the time of the junior college and college, the emphasis was on the development of undergraduate full-time and part-time nursing studies. At the same time, postgraduate specialist study programmes began to be developed in the fields of community, gerontological and perioperative nursing, clinical dietetics and health informatics. In the second period, the emphasis was on the development of the first-cycle study programme in Nursing, which the faculty first launched in the academic year 2009/10 and which, with interim updates, is still being implemented today. This period was also marked by the development of second-cycle study programmes. Thus, in the academic year 2007/08, the second-cycle study programme in Nursing was launched, followed a year later by the second-cycle study programme in Bioinformatics, in collaboration with FERI UM and FNM UM. In 2009/10, the faculty, together with FOV UM, began implementing the second-cycle study programme in Management in Health and Social Care. In the third period, the focus was on designing a third-cycle study programme in Nursing and developing various study courses in the field of advanced nursing within the second-cycle study programme in Nursing. In the academic year 2020/21, the faculty began implementing the first advanced nursing study programme in Slovenia, entitled Integrated Care for Chronic Patients. FZV UM was also the first in Slovenian higher education to implement a third-cycle study programme in Nursing (2016/17) (Lorber, 2024).

In recent years, the faculty has successfully established an active network of cooperation with renowned educational, scientific and research, and clinical institutions around the world. Collaboration with internationally recognised professors enables the incorporation of the latest best practices and knowledge into existing and new study programmes. In addition, the faculty offers students the valuable opportunity to complete clinical training in foreign healthcare institutions. It offers students a wide selection of mentors from international universities, which enhances the quality of their education. Although the faculty does not offer study programmes in foreign languages, a number of foreign students are enrolled in full-time and part-time study programmes.

The Erasmus+ programme emphasises the importance of personal and professional development through education, training and practical experience. The number of international mobility opportunities for students and staff within the Erasmus+ programme is increasing every year at the faculty, as is the number of bilateral agreements, research projects and visiting professors. Student experiences confirm that Erasmus+ mobility opportunities enable personal growth, strengthen self-confidence and independence, broaden horizons and provide valuable skills and international friendships. On the other hand, FZV UM has been offering exchange students one of the widest ranges of courses at the University of Maribor for many years. Students can choose between courses covering both theoretical knowledge and practical skills tailored to the contemporary challenges of nursing and patient care.

3.14 Faculty of Arts, University of Maribor (FF UM)

The study programmes developed within the Faculty of Arts of the University of Maribor since 2007 are a logical continuation of the study programmes that existed at the former Pedagogical Academy or Faculty of Education. The range of study programmes has grown and for a long time has been characterised not only by its pedagogical orientation, but also by the permanent links between study programmes, as was the case in the early 1980s (Slovenian and German/English/Russian/Serbo-Croatian/Hungarian, English and German, history and geography, Slovenian/history/geography and social and moral education). Later, these combinations were offered to students in such a way that they could combine study programmes in accordance with their interests (Borstner, 2011).

In the academic year 2008/09, FF UM was the first in Slovenia to implement new Bologna study programmes in the fields of teacher education, humanities and social sciences (Jesenšek, 2011). It announced five single-subject and twelve double-subject first-cycle study programmes, while also continuing to implement all of the old four-year university programmes. The single-subject first-cycle study programme comprises 180 ECTS credits, while the double-subject programme comprises 90 ECTS credits and must be combined with another double-subject study programme. The single-subject study programmes were Slovenian Language and Literature, Sociology and Interdisciplinary Social Sciences, Psychology, German Studies, History, and the double-subject programmes were Slovenian Language and Literature, Philosophy, Geography, Hungarian Language and Literature, German

Language and Literature, English Language and Literature, Pedagogy, Sociology, History, Interlingual Studies – English, Interlingual Studies – German, Interlingual Studies – Hungarian. In the following years, two new double-subject study programmes were added to this selection: Pedagogy and Art History (2009/10).

The faculty maintained this selection in the following academic years, although the names of some study programmes, particularly in the field of translation studies, were changed (Jesenšek, 2011). With the academic year 2011/12, the faculty no longer offered pre-Bologna university study programmes, but announced its first second- and third-cycle study programmes. FF UM decided to offer 180 ECTS credits in the first cycle and 120 ECTS credits in the second cycle (3 + 2 model), as this allows for transparency in the development of competences. As professions in the field of education are regulated, the faculty only offers second-cycle study programmes in education. The new second-cycle study programmes were:

- single-subject non-pedagogical: Intercultural German Studies, Pedagogy, Translation and Interpreting, Psychology, Slovenian Language and Literature, Sociology, History;
- single-subject pedagogical: Slovenian Language and Literature;
- double-subject non-pedagogical: English Studies, Intercultural German Studies, Philosophy, Slovenian Language and Literature, History;
- double-subject pedagogical: Philosophy, Geography, Hungarian Language and Literature, German as a Foreign Language.

In the academic year 2011/12, the faculty also offered third-cycle study programmes (Jesenšek, 2011): Philosophy, Geography, German Studies, Hungarian Studies, Pedagogy, Slovenian Studies, Sociology, Behavioural and Cognitive Science, History. In the following years, some changes also occurred here, such as a change in the focus of the third-cycle study programme in Behavioural and Cognitive Neuroscience and a consequent change of name (today the programme is called Psychology), the discontinuation of the third-cycle study programme in Hungarian Studies and the introduction of a new third-cycle study programme in English Studies in the academic year 2023/24.

The relatively large number of study programmes led to their merging – the merged programmes began to be implemented in the academic year 2024/25. This did not compromise the development of competences and professional profiles, as the

(combined) study programmes introduced fields of study that essentially represent the former study programmes. At the beginning, the faculty also offered part-time studies in the first cycle (except for one programme) and the second cycle (only one programme), but due to insufficient interest among candidates, it gradually abandoned part-time studies.

The internationalisation of educational activities has been reflected in several ways throughout the faculty's development. Programmes in the field of linguistics and translation and/or interpreting have been predominantly conducted in a foreign language since the beginning, with the cooperation of teaching staff from foreign universities. The faculty has also participated in joint study programmes with foreign faculties. Foreign students are enrolled in FF UM programmes or participate in the faculty through mobility programmes (Erasmus+/CEEPUS), as the faculty has concluded more than 250 agreements with foreign higher education institutions. In the academic year 2023/24, 159 foreign students were on exchange at the faculty. The CEEPUS networks, currently nine in total, are also important. They collaborate with 16 countries in Central and Southeastern Europe to organize summer schools (e.g. in the fields of geography, translation studies, Slovenian studies and English studies).

3.15 Faculty of Medicine, University of Maribor (MF UM)

In 2003, the Faculty of Medicine was established as part of the University of Maribor (Krajnc, 2003). The first generation of students enrolled in the university study programme in General Medicine in the academic year 2004/05 (Hojs, 2004). The establishment of the faculty required prior clinical work, research, and teaching by numerous doctors at the Maribor General Hospital, later the Teaching Hospital. The programme was modelled on European medical faculties, lasted six years, was worth 360 ECTS credits and was only offered as a full-time programme (Hojs, 2004). A characteristic feature of the study programme is the intertwining of subjects within individual years (horizontally) and between years (vertically). The role of the connector is primarily played by problem-based learning modules. Based on problems in the form of a spiral, these cover all areas of medicine, from knowledge of the fundamentals of theory and practice, training in a clinical environment and the gradual achievement of independence, which leads students to an independent career as a doctor (Genzel-Boroviczeny et al., 2005). In the academic year 2004/05,

89 students were enrolled in the first year, and in recent years, enrolment has increased in line with the demand for doctors.

MF UM had its first graduates in the academic year 2009/10, and in the same year, an integrated second-cycle master's degree programme in General Medicine was established on the basis of a revised university study programme (Pečovnik-Balon et al., 2014). The objectives of the programme remained the same, but the renovation provided an opportunity for some content changes based on experience gained in implementing the university programme. The programme lasts six years, with practical work included in the sixth year. In 2014, an external evaluation of the study programme was also carried out by the Slovenian National Agency for Quality in Higher Education, and the study programme is also subject to self-evaluation every year. The faculty has also established a Centre for Medical Education with the aim of improving the quality of education for future doctors.

Based on the findings of the ongoing evaluation, the integrated master's degree programme in General Medicine was renewed in 2017. Some new courses were introduced (Early Establishment of a Relationship with the Patient, Fundamentals of Medical Technology, Evidence-Based Medicine, Clinical Nutrition, etc.), while the content of courses that were discontinued (Medicine in Emergency Situations, Maxillofacial Surgery, etc.) was incorporated to a greater or lesser extent into other courses. In the sixth year, a new practical course, Gynaecology and Obstetrics – Working with Patients, was introduced, as well as a new elective course in which students choose to work under supervision at a medical institution/department of their choice, thereby gaining a better understanding of the field of medicine that interests them in terms of their future professional career.

Due to the perceived need for dental medicine doctors, the huge number of applications to study dental medicine at the Faculty of Medicine of the University of Ljubljana, and the experience of the former Junior College of Dentistry in Maribor, which operated until 1970, MF UM began preparing an integrated second-cycle master's degree programme in dental medicine (Krajnc & Pivec, 2022). This programme also lasts six years or 12 semesters and is worth 360 ECTS credits. Preclinical and medical courses are taught by MF UM university teachers, while for the teaching of professional clinical subjects, the faculty relies on university teachers from the Faculty of Medicine at the University of Rijeka (Croatia). The programme began in the academic year 2021/22 with 20 students, and a year later, 30 students

were already enrolled in the programme. In the academic year 2025/26, another integrated second-cycle master's study programme will be launched for the first time – Pharmacy (Krajnc & Pivec, 2022). This is an interdisciplinary study programme that will be implemented by MF UM and FKKT UM. MF UM also implements a third-cycle study programme in Biomedical Technology.

When it was established, MF UM did not have its own building, so the teaching process took place at several locations. In the academic year 2013/14, MF UM began operating in a new building, which enabled the introduction of numerous innovations, primarily technical ones, into the study process. At that time, simulator-based learning was also introduced in many areas in the new simulation centre.

Just a few years after the faculty was established, students were already completing part of their regular study obligations abroad at partner faculties/universities. This most often took place within the framework of the Erasmus+ programme. Very often, they also complete practical training abroad.

3.16 Faculty of Education, University of Maribor (PEF UM)

The Pedagogical Academy, and since 1986 the Faculty of Education, is the cradle of educational, humanistic, social science and natural science study programmes, as three faculties have emerged from it. The following section presents the development of its study programmes in the fields of fine arts, music, sports training, primary school teaching, preschool education and basic pedagogical subjects, for which appropriate departments have also been established.

The junior college education programme in Art Teaching and Art Education existed until the academic year 1986/87. The following year, the programme in Art Pedagogy was launched, which was implemented until the academic year 1995/96. It was transformed into the university study programme in Art Pedagogy, which was implemented from 1996/97 to 2008/09, when it was transformed in accordance with the principles of the Bologna reform, but retained its name and duration (8 semesters). The first generation enrolled in the programme in the academic year 2009/10. Since the academic year 2013/14, a second-cycle study programme in Art Pedagogy has also been offered (Balažič, 2011).

Until the academic year 1986/87, two two-year junior college education programmes Music Teaching and Music Education were organized in the field of music pedagogy. From the academic year 1987/88 to the academic year 1995/96, a four-year higher education study programme in Music Pedagogy was in place. In the academic year 1996/97, it was replaced by the university study programme in Music Pedagogy. The latter was in place until the academic year 2009/10, when, following the Bologna reform, the first generation of students enrolled in the current single-subject study programme in Music Pedagogy (Weiss, 2011). From the academic year 2013/14 onwards, graduates have been able to enrol in the second-cycle study programme in Music Pedagogy.

The sports training programme has its roots in previous study programmes in the field of physical education from the 1960s, 1970s and 1980s, when it was also aligned with the programme of the College of Physical Culture in Ljubljana. Due to a severe shortage of appropriately trained coaches in northeastern Slovenia, a professional higher education study programme in Coaching of Selected Sports was established in the academic year 2005/06. Since 2009, a first-cycle professional higher education study programme in Sports Training has been operating in the form of part-time studies, bringing together many top coaches and top athletes (Puhaj, 2011). The faculty is also striving to launch a second-cycle study programme in Physical Education.

Primary School Teaching also has a long tradition. It began as a junior college education programme, and in the academic year 1987/88, a higher education programme in Primary School Teaching was launched (until 1995/96). It was later transformed into a four-year single-subject undergraduate study programme in Primary School Teaching with a one-year graduation period. It was offered in this form from 1996/97 to 2008/09. Following the Bologna reform, an internationally comparable first-cycle university study programme Primary School Teaching was developed, which has been implemented since the academic year 2009/10 (Črčinovič Rozman, 2011). Students can upgrade their competences in a one-year second-cycle study programme in Primary School Teaching, which was first offered in the academic year 2013/14. Both study programmes will be gradually replaced by a new integrated second-cycle master's programme in Primary School Teaching, which will be launched in the academic year 2025/26 (Univerza v Mariboru, Pedagoška fakulteta, 2022).

The junior college education study programme Preschool Teacher was first offered in the academic year 1984/85. In 1995/96, it continued as a three-year professional higher education programme in Preschool Education. In the academic year 2009/10, the first-cycle Bologna higher education study programme in Preschool Education began, which was upgraded in the academic year 2011/12 to the second-cycle study programme in Early Learning and Teaching (Lepičnik Vodopivec, 2011). In the academic year 2016/2017, the programme was redesigned and renamed the second-cycle study programme in Preschool Education.

The Department of Basic Pedagogical Subjects developed the second-cycle study programme in Inclusion in Education and the third-cycle study programme in Leadership in Education. While the former is implemented as a part-time study programme, the latter was discontinued in 2024. The faculty offers a third-cycle study programme in Educational Sciences, which has been implemented since 2009/10 and lasts three years.

PEF UM has concluded Erasmus+ agreements with around 100 foreign institutions for the mobility of students and staff. Incoming students can choose between 100 and 120 credits per year, and usually about half are implemented for them. Over the past 24 years, the faculty has carried out 274 outgoing student mobilities, 634 incoming student mobilities, 503 outgoing staff mobilities, and 243 incoming staff mobilities. In the last three years, the faculty has implemented COIL (Collaborative Online International Learning) programmes in cooperation with a Belgian partner institution, in which more than 150 students from both institutions participated, including more than 70 students from PEF UM. Students are also increasingly participating in combined intensive programmes that combine different forms of learning and cooperation with international partners (Univerza v Mariboru, Pedagoška fakulteta, 2022).

3.17 Faculty of Law, University of Maribor (PF UM)

In 1990, the former junior college became the College of Law. Studies within the four-year higher education programme began in the academic year 1991/92, and students of the higher education programme were able to complete their studies by 1996. The new study programme, which focused primarily on the study of commercial law, enabled law graduates to take the bar exam. In 1993, the College was transformed into the Faculty of Law. The study programme of the College of

Law did not change significantly, except that in the fourth year, students were given the opportunity to choose between civil, public, criminal, corporate and business law. Over the next decade, five master's degree programmes were established, namely in the fields of commercial law (1993/94), international law (1996/97), tax law (1997/98), labour law and social security law (2000/01) and EU economic law (2002/03) (Ivanjko et al., 2010). The first doctorate at PF UM was awarded in 1995.

With the introduction of Bologna study programmes, the study of law underwent a reform. In the academic year 2009/10, the following study programmes began to be implemented: the first-cycle university study programme in Law, the second-cycle study programme in Law and the third-cycle study programme in Law. For several years, the faculty also offered the second-cycle study programmes Business and Economic Law and Labour Law and Human Resources. In 2012, PF UM was the first in Slovenia to accredit two continuing education programmes: Specialisation in Tax Law and Specialisation in Corporate Law. In the same year, the faculty also accredited a second-cycle study programme in European Legal Studies. The programme, which was renewed in 2019, is the only one of its kind in Slovenia and is accredited for implementation in Slovenian and English. The renewed study programme is internationally comparable; it is a classic study programme in the field of EU law, covering both traditional content (European constitutional law, the internal market, judicial protection in the EU) and current topics (European energy law, judicial cooperation in the EU, digitalisation and cybercrime).

The current state of educational programmes at PF UM largely reflects the changes brought about by the Bologna reform (3 + 2 system). The following study programmes are currently offered at PF UM:

- first-cycle university study programme in Law;
- second-cycle study programme in Law (graduates of this programme can undertake the necessary practical training and then take the state bar exam if they have previously completed a first-cycle study programme in Law comprising 180 ECTS credits);
- second-cycle study programme in European Legal Studies;
- third-cycle study programme in Law (Univerza v Mariboru, Pravna fakulteta, 2021).

Several new study programmes have been developed in recent years. A new third-cycle study programme in European and Comparative Law has been accredited, which is being implemented in cooperation with the Faculty of Law of the University of Rijeka (Croatia). The faculty has also signed a double degree agreement with Wayne State University Law School in Detroit (USA), which is open to first-year students of the second-cycle study programme in Law. A five-year single-cycle master's study programme in Law is also in the process of preparation (for accreditation).

PF UM is also regularly active in the field of Erasmus+ student exchanges, hosting students from partner faculties in various countries every year and vice versa. To this end, it has concluded approximately 60 Erasmus+ agreements and offers visiting students (among other things) a wide range of courses on EU topics.² In addition, the faculty has agreements with law faculties in Russia, Uzbekistan, the USA and Armenia.

4 Instead of a Conclusion – Educational Activities of the University of Maribor in Figures

After presenting educational activities, with an emphasis on the development of study programmes in the period before the establishment and especially after the establishment of the University of Maribor, at the end of the chapter we provide some numerical data that complement and round off what has been said at both the member and university levels.

In January 2025, 178 study programmes were accredited at the University of Maribor (after the merger of the FNM UM and FF UM study programmes), specifically:

- 9 continuing education study programmes,
- 29 first-cycle professional higher education study programmes,
- 44 first-cycle university study programmes,
- 54 second-cycle study programmes,
- 5 single-cycle second-cycle master's study programmes,
- 37 third-cycle study programmes.

² For example *English Legal Terminology, Legal System and Institutions, Private International Law, Family and Succession Law, Public International Law, International Trade Law, Philosophy and Theory of Law, European Company Law – Freedom of Establishment, EU Constitutional and Administrative Law, European Judicial Protection, Legal Principles and Economic Policy of the EU Internal Market, Citizenship and Protection of Fundamental Rights in the EU, EU Foreign Policy, Arbitration Law and Alternative Dispute Resolution, European Labour Law, EU Competition Law, Cross-border Cooperation in Civil Matters.*

A list of study programmes by type and member institution is presented in Table 1.

Table 1: List of study programmes at the University of Maribor, January 2025

Type of study programme	UM member	Name of study programme
CONT.	FNM	Programme for teaching natural sciences in the 6th and 7th grades of elementary school
		Study programme for further training in the organization of information activities in education and training
	FZV	Nursing in psychiatry
	FF	Pedagogical and andragogical education
	PEF	Pedagogical and andragogical education
	PEF, FF	Study programme for continuing education in early learning of English or German
		Domestic science
	PF	Specialisation in tax law
Specialisation in corporate law		
HE	EPF	Business economics
	FERI	Electrical engineering
		Information and communication technologies
		Computing and information technologies
	FE	Energy
	FGPA	Transport engineering
		Civil engineering
	FKKT	Chemical technology
	FKBV	Animal husbandry
		Organic farming
		Agronomy – ornamental plants, vegetables and field crops
		Biosystems engineering
		Viticulture, oenology and pomology
		Agricultural economics and rural development
	FL	Economic and technical logistics
	FOV	Organization and management of information systems
		Business systems engineering
		Organization and management of human resources and education systems
		Sports management
		Crisis management
FS	Mechanical engineering	
	Textile design technologies	
FT	Contemporary tourism practices	
FVV	Security and police work	
	Information security	
FZV	Nursing	
Interdisciplinary (FERI and FS)	Mechatronics	
PEF	Pre-school education	
	Sports coaching	
UN	EPF	Economics and business sciences

Type of study programme	UM member	Name of study programme
	FERI	Media communications
		Electrical engineering
		Computing and information technologies
		Telecommunications
		Computer science and information technology
	FE	Energy
	FGPA	Transport engineering
		Civil engineering
		Architecture
	FKKT	Chemical engineering
		Chemistry
	FKBV	Agriculture and environment
	FL	Logistics systems
	FNM	Physics
		Biology
		Mathematics
		Ecology with nature conservation
	FOV	Organization and management of human resources and education systems
		Organization and management of information systems
		Business systems engineering
	FS	Design and textile materials
		Mechanical engineering
		Environmental engineering
	FT	Tourism: cooperation and development
	FVV	Security studies
	FF	English language and literature (double subject)
		Geography (double subject)
		Pedagogy (double subject)
		Psychology (single subject)
		Art history (double subject)
		Philosophy (double subject)
		Hungarian language and literature
		Sociology
		History
		Slovenian language and literature
		Translation studies
	German studies	
	Interd. (EPF, FGPA and FS)	Industrial engineering
	Interd. (FERI and FS)	Mechatronics
	PEF	Art pedagogy
Music pedagogy		
Primary school teaching		
PF	Law	
MAS	EPF	Economics and business sciences
	FERI	Computing and information technologies

Type of study programme	UM member	Name of study programme
		Media communications
		Electrical engineering
		Telecommunications
		Computer science and information technology
	FE	Energy
	FGPA	Civil engineering
		Transport engineering
		Architecture
	FKKT	Chemistry
		Chemical engineering
	FKBV	Agriculture
		Agricultural economics
		Food safety in the food chain
	FL	Logistics systems
	FNM	Physics
		Mathematics
		Biology and ecology with nature conservation
		Educational technology
	FOV	Educational mathematics
		Organization and management of information systems
		Organization and management of human resources and education systems
	FS	Business systems engineering
		Mechanical engineering
		Product engineering design
		Design and textile materials
	FT	Environmental engineering
		Tourist destinations and experiences
		Security studies
	FVV	Security studies
	FZV	Nursing
	FF	Psychology
		Translation and interpreting
		Art history (double subject)
		Slovenian language and literature
		English studies
		Geography
		Philosophy
		Hungarian language and literature
		Sociology
		History
Intercultural German studies		
Pedagogy		
Interd. (EPF, FGPA and FS)	Industrial engineering	
Interd. (FERI and FS)	Mechatronics	
Interd. (FERI and FZV)	Bioinformatics	

Type of study programme	UM member	Name of study programme
	Interd. (FZV and FOV)	Management in health and social care
	PEF	Pre-school education
		Art pedagogy
		Inclusion in education
		Music pedagogy
	PF	Primary school teaching
		Law
SMAS	FNM	European legal studies
	Interd. (MF and FKKT)	Subject Teaching
	MF	Pharmacy
		General medicine
	PEF	Dental medicine
		Primary school teaching
	EPF	Economics and business sciences
	FERI	Electrical engineering
		Computer science and informatics
		Media communications
FE	Energy	
FGPA	Civil engineering	
	Transport engineering	
FKKT	Chemistry and chemical engineering	
FKBV	Agriculture	
	Agricultural economics	
FL	Logistics systems	
DOC	FNM	Mathematics
		Technology – education
		Ecological sciences
	FOV	Physics
		Organization and management of information systems
		Organization and management of human resources and education systems
	FS	Organization and management of business and work systems
		Doctoral School of the Faculty of Mechanical Engineering
		Contemporary tourism studies
	FT	Security studies
	FVV	Nursing
	FZV	Psychology
	FF	Slovenian studies
German studies		
History		
Sociology		
Philosophy		
Geography		
Pedagogy		
Art history		
English studies		

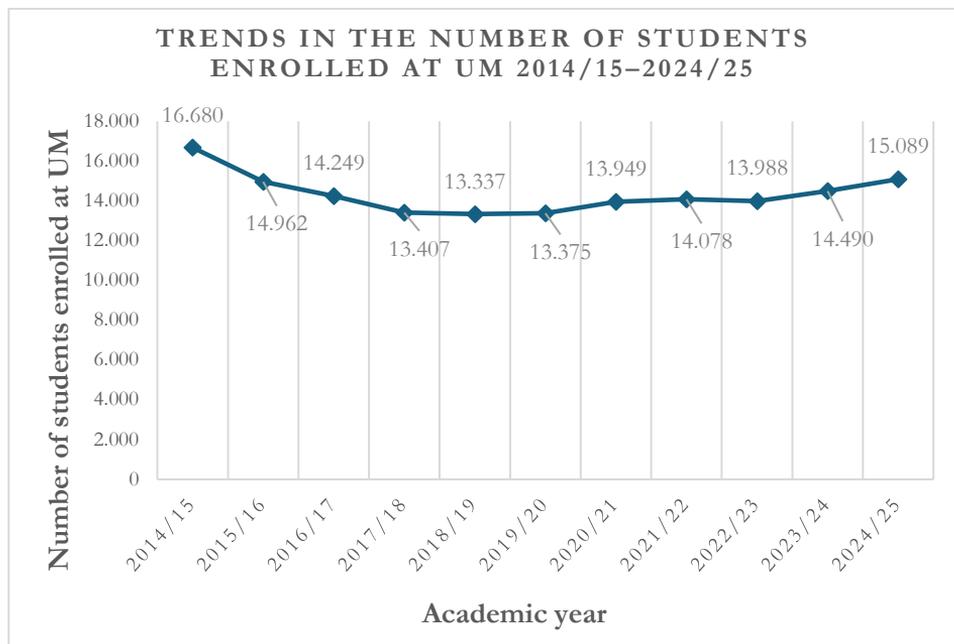
Type of study programme	UM member	Name of study programme
	Interd. (EPF, FGPA and FS)	Industrial engineering
	MF	Biomedical technology
	PEF	Educational sciences
	PF	Law
		European and comparative law

Legend: CONT. – continuing education programmes, HE – first-cycle professional higher education programmes, UN – first-cycle university programmes, MAS – second-cycle programmes (master's programmes), SMAS – single-cycle second-cycle master's study programmes, DOC – third cycle study programmes (doctoral study programmes); Interd. – interdisciplinary study programmes developed and implemented in cooperation between two or more members of the university.

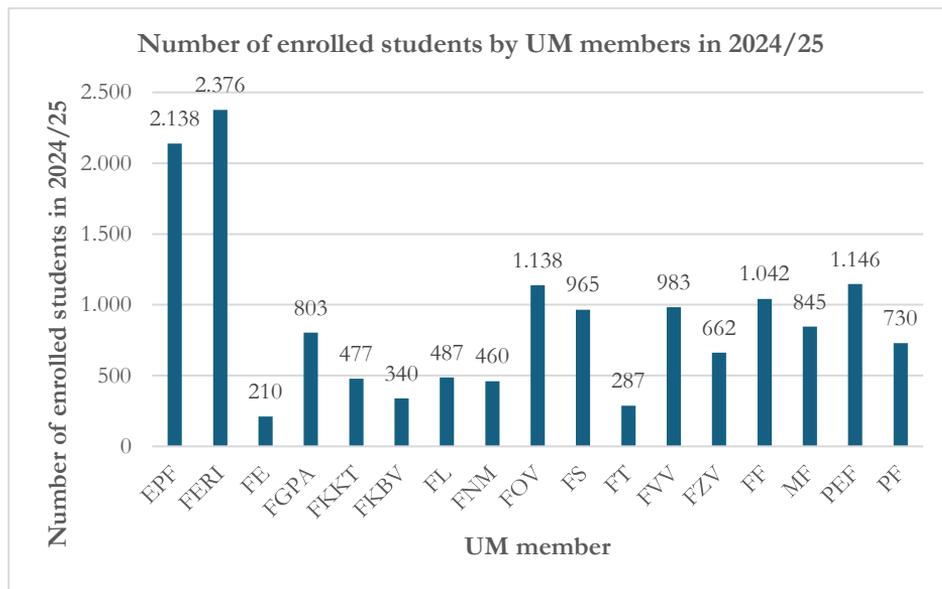
Over the last 11 years, there have been around 157,600 students enrolled in all years of study programmes at the University of Maribor, or an average of around 14,300 per year (Table 2, Graph 1). The observed period is characterised by the fact that all faculties, including the newest ones, enrolled students in at least all years of the first cycle of study. The faculties with the highest number of enrolled students in this period were FERI UM, EPF UM and FF UM.

Table 2: Number of enrolled students by member institutions of the University of Maribor for the period 2014/15–2024/25

Member institution/ Academic year	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	Total
EPF	2,183	1,891	1,826	1,644	1,637	1,623	1,676	1,724	1,736	1,858	2,138	19,936
FERI	2,136	1,998	1,884	1,903	1,957	2,140	2,137	2,252	2,245	2,300	2,376	23,328
FE	270	195	171	137	176	208	216	208	193	195	210	2,179
FGPA	873	699	641	569	545	581	661	646	685	755	803	7,458
FKKT	469	443	458	436	444	474	464	468	440	459	477	5,032
FKBV	630	543	480	416	389	366	363	351	312	335	340	4,525
FL	632	480	403	341	349	366	434	430	455	509	487	4,886
FNM	615	572	552	510	493	491	486	456	451	439	460	5,523
FOV	865	675	570	680	784	792	944	943	993	1,036	1,138	9,420
FS	1,174	1,118	1,064	1,077	1,075	971	1,068	1,049	961	985	965	11,507
FT	223	247	273	248	247	249	284	284	378	309	287	3,029
FVV	1,235	1,116	1,058	965	988	954	955	979	976	977	983	11,186
FZV	743	690	620	650	627	690	675	735	643	691	662	7,426
FF	1,787	1,495	1,355	1,211	1,135	1,062	1,058	1,042	980	1,010	1,042	13,174
MF	684	640	658	656	661	649	682	708	754	809	845	7,746
PEF	1,443	1,433	1,391	1,357	1,285	1,250	1,247	1,191	1,138	1,127	1,146	14,008
PF	719	728	845	607	546	510	599	613	648	696	730	7,241
Total	16,680	14,962	14,249	13,407	13,337	13,375	13,949	14,078	13,988	14,490	15,089	157,604



Graph 1: Trends in the number of students enrolled in UM 2014/15–2024/25

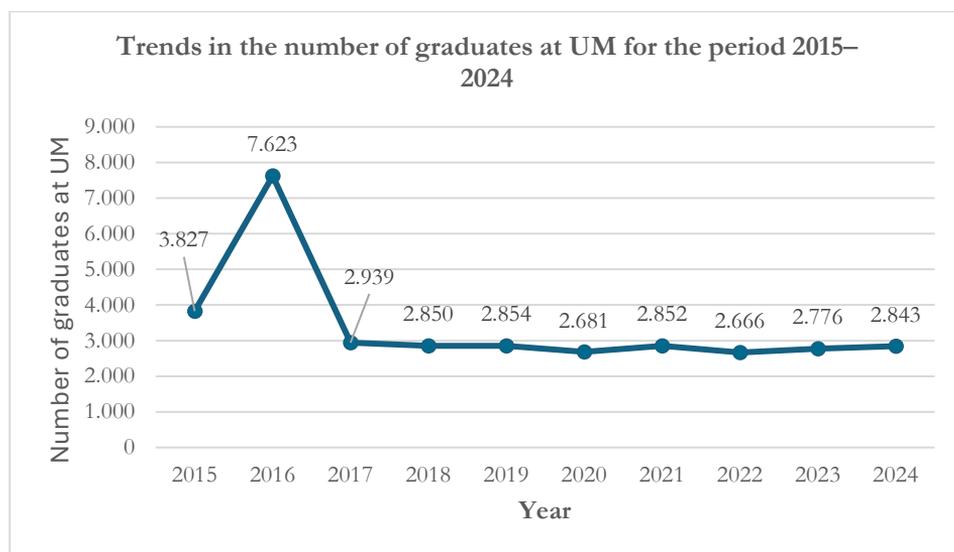


Graph 2: Number of enrolled students by members of the University of Maribor in the academic year 2024/25

In the last academic year (2024/25), FERI UM and EPF UM recorded the highest enrolment, with over 2,000 enrolled students, followed by PEF UM, FOV UM and FF UM with 1,000 enrolled students. There are considerable differences in the number of students among the members, with the largest faculty having approximately ten times more enrolled students than the smallest faculty (Graph 2).

Over the last ten years, i.e. from 2015, when the newest member also had its first graduates, to 2024, a good 39,000 graduates have completed their studies in all three cycles at the University of Maribor (Table 3).

In 2015, just over 3,800 graduates completed their studies at the University of Maribor. The number almost doubled in 2016 to over 7,600, which was influenced by the fact that this was the last year when it was still possible to complete the old pre-Bologna study programmes in accordance with the Higher Education Act. A large number of students who had temporarily interrupted their studies also decided to complete these programmes and then completed the remaining obligations and graduated. The following year (2017), the number fell to just over 2,900 graduates, and since then there have been no major deviations – the difference is 100–200 graduates per year (Graph 3).



Graph 3: Trends in the number of graduates at the University of Maribor for the period 2015–2024

Table 3: Number of graduates by member institutions of the University of Maribor for the period 2015–2024

UM member/Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Total
EPF	444	1,149	357	339	333	306	339	260	303	325	4,155
FERI	451	798	359	327	397	356	381	398	418	451	4,336
FE	40	45	38	32	26	23	22	26	46	53	351
FGPA	209	424	138	146	123	110	115	117	124	100	1,606
FKKT	107	181	88	96	96	103	89	113	109	109	1,091
FKBV	88	160	82	95	100	74	67	92	54	45	857
FL	125	132	100	79	78	47	53	57	78	70	819
FNM	148	261	126	149	108	102	94	97	90	93	1,268
FOV	279	1,066	130	132	126	151	151	161	172	185	2,553
FS	234	493	227	214	258	246	233	233	249	213	2,600
FT	11	18	19	37	28	35	37	25	23	33	266
FVV	244	357	203	164	208	194	220	168	195	185	2,138
FZV	182	274	152	138	179	163	181	166	152	181	1,768
FF	520	907	308	298	253	220	260	252	207	255	3,480
MF	105	98	121	98	109	83	117	80	81	105	997
PEF	410	598	344	326	299	347	354	285	320	302	3,585
PF	230	662	147	180	133	121	139	137	155	138	2,042
Total	3,827	7,623	2,939	2,850	2,854	2,681	2,852	2,667	2,776	2,843	33,912

And finally, if we had to summarise the main characteristics of educational activities at the University of Maribor in a few sentences, we could say that they are represented by a comprehensive and diverse range of study programmes in the fields of technology, natural sciences, agriculture, medicine, social sciences and humanities, which are constantly being updated and adapted to the needs of society, interdisciplinarity, internationalisation, and a constant number of enrolled students and graduates. In its fifty years of existence, the University of Maribor has long outgrown the needs of the local and regional environment and has become an important Slovenian higher education institution that confidently operates in the global academic arena.

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