# Defining Roles Before Implementation: Institutional Preconditions for Peer Tutoring – A Case Study of Teacher Training at the University of Split

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Peer tutoring is increasingly recognized as an important mechanism for strengthening student support, improving engagement, and facilitating transition processes in higher education. However, its implementation depends not only on pedagogical models but also on institutional clarity regarding terminology, responsibilities, and regulatory frameworks. This paper presents findings from a teacher training programme on peer tutoring held at the University of Split in March 2026 and interprets them as a case study of institutional readiness for introducing structured peer-tutoring systems within a broader European context.

The training revealed that terminological standardization represents a necessary first step in implementation. Participants emphasized the need to distinguish clearly between mentored students, student mentors, and teacher mentors, as well as to define mentoring roles at cohort, programme, and institutional levels. Discussions further highlighted the importance of adopting formal faculty-level regulations while preserving disciplinary flexibility, particularly in relation to already existing roles such as student demonstrators.

A central concern among participants was the delimitation of tutors' responsibilities. Rather than focusing primarily on transversal skills development or dropout prevention, participants emphasized the need to clarify whether peer tutoring should support subject-specific learning, administrative orientation, or broader forms of academic participation. The importance of referral mechanisms directing complex student issues to specialized institutional services was also strongly underlined.

The paper argues that teacher training can function as a diagnostic institutional space in which expectations, disciplinary differences, and implicit assumptions about student support become visible. As such, the University of Split case contributes to understanding the structural preconditions necessary for sustainable and context-sensitive implementation of peer tutoring in European higher education systems.