Timetable administration

Wise Timetable — building and keeping the timetable in a browser

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For the timetable office. The student, lecturer and administrator guides are separate documents.

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Before you start

This guide is for the person who **builds and keeps** the timetable: the referent, the planner, the timetable office. It describes the administration application — the one you reach at your school's own address with /admin/ in it, and sign into with a username and a password.

It is one of four:

If you are	Read
a student looking at your week	the **student guide**
a lecturer looking at yours, or booking a room	the **lecturer guide**
the person who configures what visitors see	the **administrator guide**
the person who builds the timetable	**this one**

Each is offered by the **?** button in the top bar.

What this application is, and what it is not

Wise Timetable has three faces, and it helps to know which one you are looking at before you go hunting for a button.

The public web pages are what students and lecturers see. No sign-in for the week itself, no editing, and a lecturer who signs in there can book a room and change their own password — nothing else.

This administration application is where the timetable is made. You place lessons, move them, book rooms on behalf of the school, keep the courses, groups, lecturers and rooms, run the generator, approve bookings and print reports. Everything you do here is live: there is no draft, no preview and no Publish button. When a lesson lands on the grid it is on the timetable, and the public pages show it.

Everything in this guide is done here. This application is not a window onto a program running somewhere else and it does not need one: your faculty can run the whole timetable from a browser, which is what most of the institutions buying it now require. Where something genuinely cannot be done here, this guide says so on the screen where you meet it rather than in an appendix, and none of those has an answer that involves installing anything.

If a planner also uses the desktop program

Some faculties run both: this application for the office, and the Wise Timetable program on a planner's own machine for the parts of scheduling that person has always done there. That is supported and it is not a lesser arrangement — but two programs over one timetable is worth four sentences, and if nobody at your school uses the desktop you can skip them.

Your colleague sees what you do, within seconds. A lesson you place, move or swap reaches an open planner's document in about ten seconds, as an ordinary colleague's change. Three things do not travel that fast — Adjust turn periods to schedules (§13.4), Put course schedules into equal time (§13.5), and an online link put on a single lesson — and they arrive when that person next opens the project.

A publish is a whole-timetable write, and it wins. When somebody publishes out of a planner's document, the school's tables are written again from that document. Anything typed here that the document does not know about is written over, silently, and nothing on any screen says so afterwards. The screens that can

tell you in advance do: a list a publish rewrites carries the line A publish out of the Wise Timetable desktop rewrites it, so what is saved here holds until the next publish.

Four things are carried across a publish rather than lost: a lecturer's password, their chosen language, the Administrator tick — added 20 September 2026, so that granting somebody the administration here is not undone by the next publish — and bookings, which the desktop reads back instead of overwriting. A student saved here is carried too, by a different route, and a desktop older than that feature warns its planner before publishing.

AND A SCHOOL CHOOSES ONE OWNER. The real answer to all of the above is the setting behind §3.8: a school is either administered from here or from the desktop, and where the desktop owns it these screens read and do not write. Ask us to move the school to the web and this section stops applying.

THERE IS ONE STEP OF UNDO, AND IT IS YOURS. After a change, the bar above the screen names it and — where your faculty has it switched on — offers to put it back. Your own last change, while it can still be replayed, and no further: it is not a history of the screen and it does not reach into anybody else's work. Beyond that one step, the six bulk tools each say how many lessons they are about to change before they change them. Read those questions.

The one rule that explains most of the screens

The screens **verify** what you ask for; they do not **forbid** it.

When you place a lesson on an hour where the lecturer already teaches, the screen does not refuse. It tells you what is in the way, by name, and lets you go ahead. Deliberate overlap is normal work — plenty of planners do it on purpose and sort it out afterwards — and a program that refuses it turns a professional into somebody arguing with a dialogue box.

There is one exception, and it is drawn on purpose: **a row somebody else owns is occupied time, not editable.** The cost of that mistake falls on a colleague who is not in the room with you, so the screen holds the line there and nowhere else.

1. Getting in

1.1 The front door

The address with nothing after it — /admin/ — is a door with one field on it. It is headed **Administration**, then **Sign in to your faculty.**

School code	the same code your timetable already uses: the word after wise-tt.com/web/ in its address
Continue	takes you to your school's own sign-in

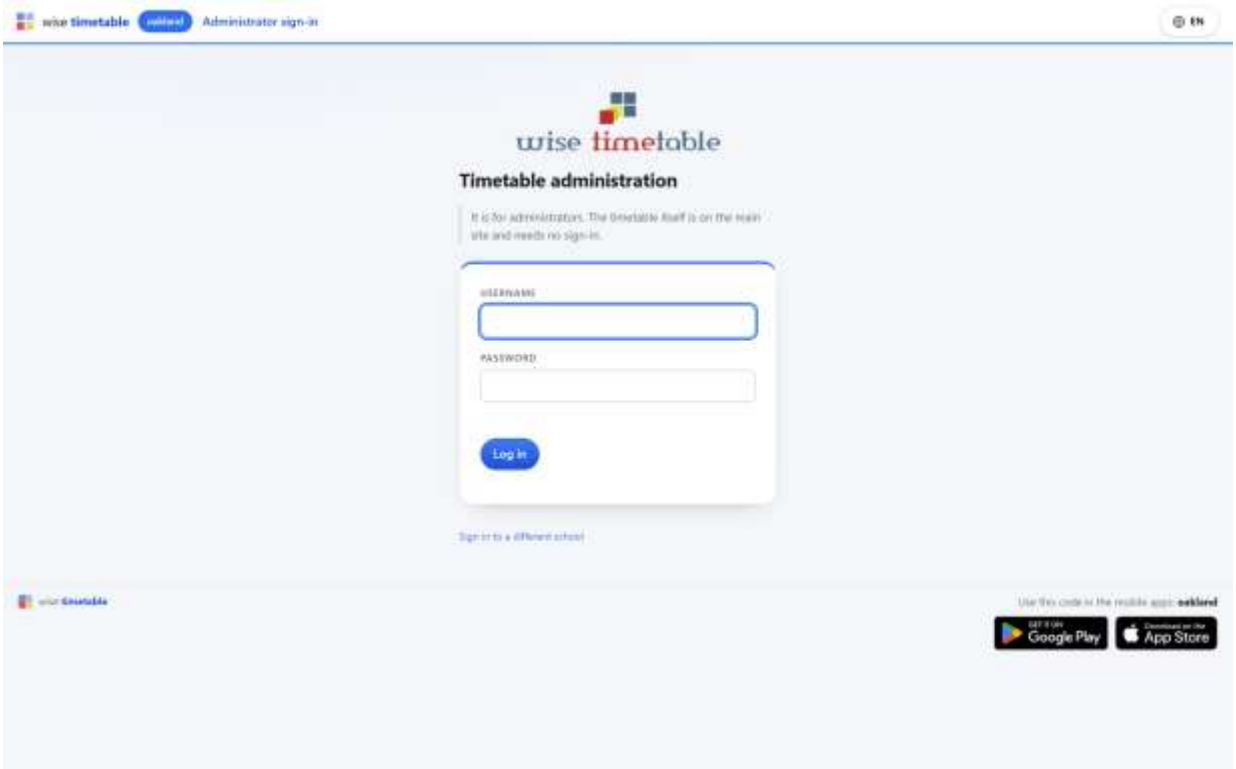
This screen is in English whatever your language, because until you have typed the code the application does not yet know which school you are, and the language belongs to the school.

Your browser remembers the code for a year, so you see this screen once. After that the door opens straight onto your sign-in page. If you look after more than one faculty, the link **Sign in to a different school** at the foot of the sign-in page brings the field back with the old code already in it, so you change one word rather than retype.

A CODE THAT DOES NOT EXIST LOOKS EXACTLY LIKE A CODE THAT DOES. The door checks the *shape* of what you typed and nothing else — a code with a space or a capital in it is refused with **That is not a school code.** It does not check your code against a list of customers, deliberately, because such a list would let a stranger discover who our customers are. A mistyped but well-formed code takes you to a sign-in page that then refuses your password. If you are certain the password is right, check the code first.

1.2 Signing in

The page is headed **Timetable administration**, with the line *It is for administrators. The timetable itself is on the main site and needs no sign-in.*



The sign-in screen. The school code is the first part of the address; the account is one your school has marked as an administrator.

Username as your school issued it

Password yours

Log in

There is no “forgotten your password” link, and that is deliberate. An administrator who cannot get in is a telephone call to your own office, not a form — and a reset link on an administration door is a reset link an attacker can aim at exactly the accounts that matter most.

After signing in you land on **the week timetable**, at today. If you followed a link to some other screen before signing in, you land there instead.

1.3 Who is allowed in

One thing is mandatory: your own record must carry the Administrator tick. It is the middle of the three choices on a lecturer's record — Lecturer / Administrator / Other — on the Rights tab in Lecturers (§10.3). Without it, nothing else lets you in.

Once you are in, the application also records *why* you are allowed to be, and the front page says which of the three it was:

- You are signed in as an administrator of this school.
- You are signed in from this school's administrator list.
- You are signed in with an editing account.

The second is the school's *configAdmin* list, which still decides who may change the school's own settings; the third is an editing account of your own. Neither of them opens the door by itself any more — they only say how you came through it.

ADMINISTRATORS ARE MADE HERE. Lecturers → the person → Rights → Administrator, and the same tick taken off again. Two things guard it. The last remaining administrator at a school cannot be unticked or deleted — This is the only administrator at {school} — because nothing here could put that one back. And a tick is not a way in on its own: the person also needs a password, which the same tab grants and which the screen warns you about when it is missing.

1.4 When it will not let you in

What you see	What it means
Wrong username or password.	Exactly that — or the school code is not the one you meant.
Too many sign-in attempts from this connection. Wait a few minutes and try again.	See the warning below.
This school is served by an older version of the service.	Your school's server has not been updated for this application. Tell us.
Those are correct, but this is the administration screen and this account is not an administrator here.	The password was right. The Administrator tick is missing.
You are an administrator here, but this account has no editing right yet.	The tick is there; the editing right is not.
Your session has ended. Please sign in again.	The form sat open too long. Load it again.

"TOO MANY ATTEMPTS" IS COUNTED FOR THE WHOLE BUILDING. Thirty staff sign-ins an hour are allowed per school — and they are counted **per internet address**, which behind your institution's network is usually one address for everybody. So a colleague repeatedly mistyping a password can produce this message on your screen, and somebody who reads it as "wrong password" will keep trying and make it worse. Wait a few minutes.

1.5 Signing out, and how long you stay in

Your name is the last control in the top bar. Press it, and **Log out** is inside.

You are signed in **per school**: two faculties in two tabs work, and signing out of one does not sign you out of the other. The session ends when you close the browser, and also when the token behind it expires. You will be asked to sign in again rather than shown an error.

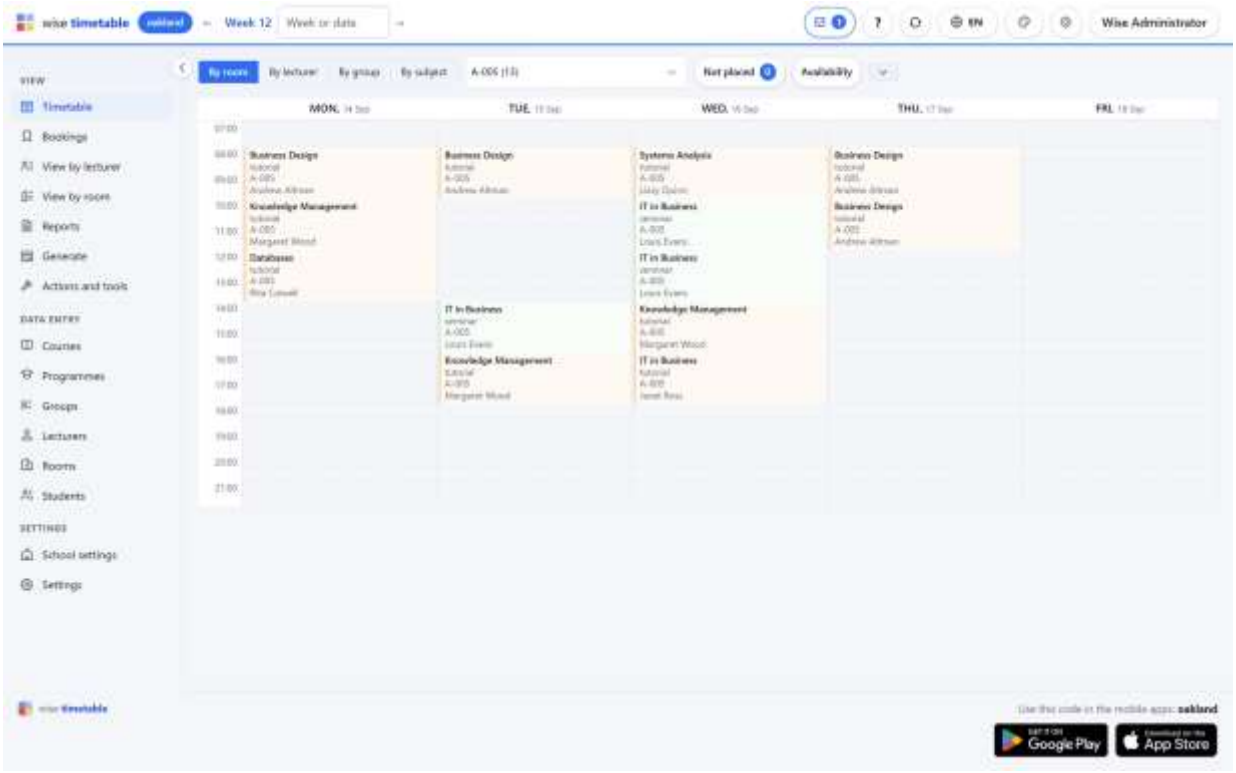
2. Finding your way around

Every screen has the same three parts: the **left rail** for where you can go, the **top bar** for the controls that follow you everywhere, and the screen itself between them.

2.1 The left rail

Three groups, and the order never changes.

View — the timetable and the things you do to the whole of it



The week as it opens. The left rail on one side, the top bar above it, and the grid between them - every screen in this application has these three parts.

Timetable	the week grid: reading it, and placing on it
Bookings	every reservation in the school, and approving new ones
View by lecturer	the whole school’s day, one row per person
View by room	the same day, one row per room
Reports	nine kinds, on screen, on paper, as Excel or as a calendar feed

Generate	which programmes the generator is asked to schedule, and running it
Actions and tools	six bulk operations over the whole timetable
Data entry — the registers the school keeps	
Courses	courses, their execution types, turns and cohorts
Programmes	programmes and branches, as one tree
Groups	groups and subgroups
Lecturers	
Rooms	
Students	the roster — read only except for group enrolment, see §10.5
Settings	
School settings	the faculty's own: its year, its non-teaching days, its terms, its mail. Everybody sees the result.
Settings	yours, in this browser: mark today, shade the weekend, how long a list is. Nobody else sees it.

Those last two have nearly the same name and completely different reach. The school's comes first in the rail for that reason. If what you are changing should be true for your colleagues, it is in the upper one.

The entry you are standing on is not a link — it is marked as the current page and does nothing when pressed.

Folding the rail. The chevron at the top of the rail's outer edge collapses it to its icons, and your browser remembers that for a year. Fold it when you want the whole width for a twelve-column week.

One special case: on the timetable screen the **Settings** entry does not leave the page. It pulls a panel over the grid, so you can change how the grid looks while looking at it, and pressing it again puts the panel away.

And one screen the rail no longer names. The address with only the school code in it — the one the logo chip leads to — is a page of seven cards, one per register. It was the whole navigation before the rail existed. It still works, and old bookmarks still land on it, but everything on it is one line away in the rail, so the rail does not offer it.

2.2 The top bar

Left to right:

the faculty's mark	your own logo where you have given us one, and a chip with the school code
a stamp with a number	only when bookings are waiting for approval — it leads straight to them
?	the guides

refresh	fetch this screen again, without losing where you are
globe	the language of the application
palette	your colour and light/dark
cog	your own settings
your name	and **Log out** inside it

2.3 The language, the colour and the dark

The **globe** changes the language of the application itself — the buttons and the headings. **Thirteen** are offered. Where your school keeps its names in more than one language, a second block appears under the first: **As the school writes them** or **Translated**.

YOUR FACULTY DECIDES what language the data is in. The names of courses, rooms and groups are your school's own, and they change language only if your school has supplied a translation of them. Switching the interface to German does not translate *Predavalnica 4*.

The **palette** offers **eight** accent colours and light, dark, or whatever your computer asks for. This is **yours**, not the school's: it lives in your browser, it follows you from screen to screen, and nobody else is affected by it. Clearing your browser's site data clears it.

3. Reading the week

Timetable in the rail, or the screen you land on when you sign in.

Everything about what you are looking at is in the address, so a view can be reloaded, bookmarked, and pasted to a colleague who will see exactly what you see.

3.1 One room, one lecturer, one group or one subject

The grid always shows **one** of something. There is no whole-school grid here, and that is not an omission: a Tuesday at a normal faculty has twenty lessons running at ten o'clock in twenty rooms, and twenty cards side by side in one column are four per cent of a column wide each. You would be able to see that something was there and nothing about what it was. For the whole school at a glance there are the two day views — §11.

Four tabs choose what the week is *about*:

By room	the default
By lecturer	
By group	
By subject	the only one that puts a subject's lectures and its labs on the same grid

Beside the tabs, a list chooses **which** room, lecturer, group or subject. It offers only the ones that have something this week, **busiest first**, with the number of lessons in brackets — a room your school owns and is not using this week is a line that leads to an empty grid, so it is not offered.

Choosing from the list is the whole action; there is no button to press afterwards.

If you arrive without having chosen anything, the screen opens on the busiest entity of that kind rather than on an empty grid. When the whole week is empty the list says **nothing this week**.

Pressing the tab you are already on opens the **Find** panel — the filter described in §4.

3.2 The hours down the side

The rows are your school's own hour ladder, exactly as it is set up in the timetable data. Schools differ enormously here: across our installations a day runs from eight lines to sixty, the average being thirty-three.

Every second line is labelled, with the line's own start time. A half-hour ladder labelled on every line is a wall of numbers nobody reads.

YOUR FACULTY DECIDES the ladder. If an hour you expect is missing, or the day starts later than you think it should, that is the school's hour table — School settings → Hours (§14.1). Lines can be renamed, moved in time and added at the end; one cannot be taken out from under the timetable, because every lesson below it would move.

3.3 The days across the top

Each heading is the short weekday name and the date, as MON, 12 Sep. The date comes from your school's own week table, not from a calculation: week 38 begins on the day your school says it begins.

How many columns you get is decided twice over:

1. **How many days your school teaches.** That is a school setting and it is the floor.
2. **How many days you want to look at**, in your own settings. You can only **add** days, never take one away.

That asymmetry is deliberate. Hiding a day your school genuinely teaches on would hide lessons, and a grid quietly missing Saturday is the worst kind of wrong, because nothing on the screen says anything is absent. If a lesson lands on a day outside the school's list, the day is added to the grid rather than the lesson being dropped.

3.4 Moving between weeks

The arrows step one week; at week 1 and week 52 the arrow is dead rather than wrapping round.

Beside them one box takes **either a week number or a date**. Type 38, or 3.10.2026, or 3/10/26, or 3.10. for this year, or 2026-10-03, and press Enter. There is no button — Enter is the whole action.

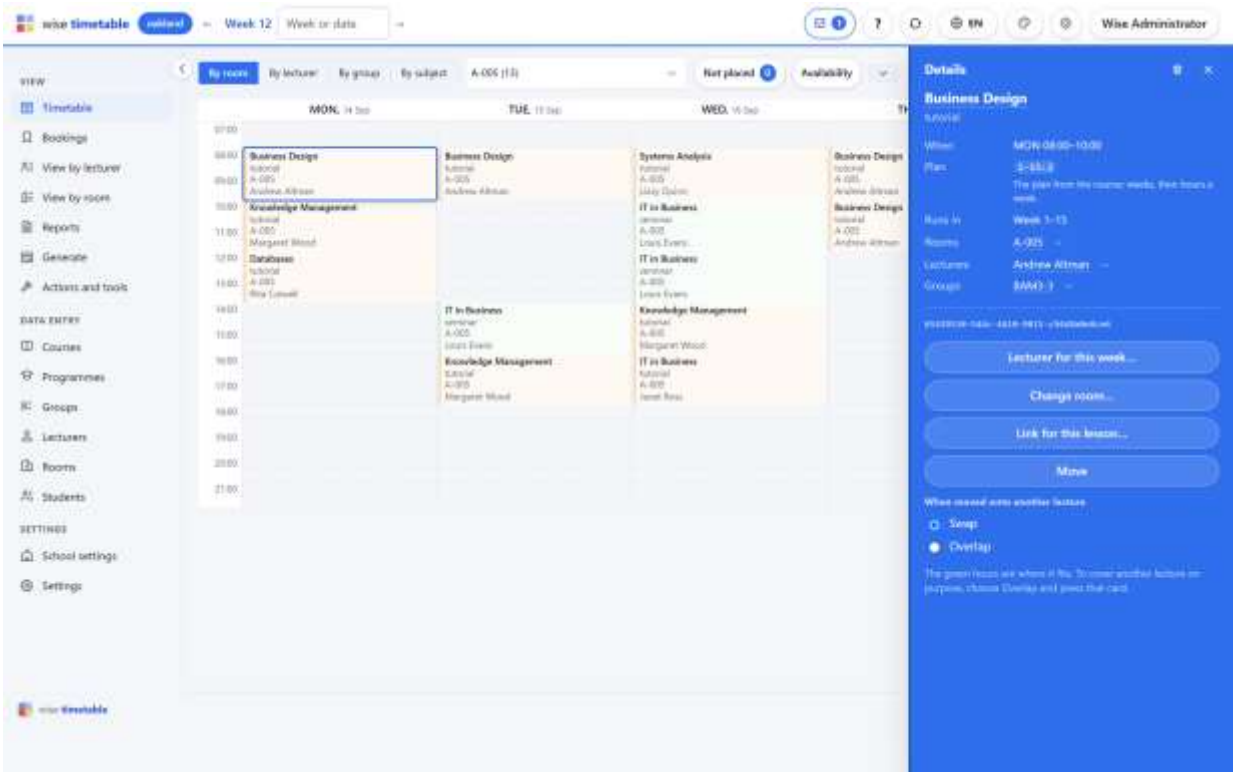
The day comes first. 3.10.2026 is the third of October, and the American month-first order is deliberately not accepted — a parser that sometimes read it as March would put you in the wrong week without saying so.

A date is never turned into a week number by arithmetic. It is asked of your school's own calendar, because the answer differs per school: measured on one day in August, one faculty's own number for that date was 49 and another's was 10.

Arriving without asking for a week lands you on **today's** week, again by your school's calendar.

3.5 What a card shows, and what it does not

A card carries the **subject**, the **execution type**, the **room** and the **lecturers**. Hovering it shows the whole line including the groups.



A lesson pressed open. The panel names the week, the plan behind the lesson, the room, the lecturer and the groups, and offers what may be done to it.

It does not show the end time, the plan, the cohort or the student count. Those are in the details.

Click a card and its details open beside the grid; click it again to close them. Nothing is fetched — the details were already on the page. In them:

When	the day and the start–end time
Plan	the plan from the course: weeks, then hours a week
Runs in	the weeks this turn runs, e.g. Week 1–16
Rooms, **Lecturers**, **Groups**, **Cohort**	with the student count
the note	if there is one
the identifier	last and quiet, for when support asks

Every name in the details is a link. The subject opens its plan, the room opens the room, a lecturer opens the lecturer, a group opens the group. Beside the room and beside each lecturer and group there is a small → which re-aims *this* grid at that entity — the fastest way to ask “and what does that hall look like this week”.

And **Move or swap**, which is section 6.

Two lessons in the same hour never hide each other. They share the column and each takes half of it, or a third, or a quarter. Four parallel labs at ten o’clock is not an edge case, it is Tuesday.

The dashed outline on a card means the scheduler **forced** it into this week — it runs even on a non-teaching day. The details say so in words beside the week range.

3.6 Two marks you can turn on

In **Settings**, or in the panel the rail pulls over the grid:

- **Mark today** underlines today's column all the way down. On by default. It uses the server's day, not your computer's, so a laptop set to another timezone cannot put the mark on the wrong column.
- **Shade Saturday and Sunday.** Off by default — on a five-day week there is nothing to shade, which is most schools most of the time.

3.7 Refresh, and why it is there

This page is a photograph, and people leave it open. You open your week at nine, go and teach, come back at two — and in between a colleague has booked the seminar room you were about to ask for, or somebody has moved a lecture. Nothing on the screen tells you. The refresh button in the top bar fetches the week again without losing where you are.

3.8 When the grid will not draw

Instead of an error you get an explanation:

- **This school is administered by the Wise Timetable desktop application, so the week can be read here but not changed.** Its timetable is published out of a planner's document, so anything saved here would be overwritten by the next publish. The school can be moved to the web — after which the desktop stops.
- **This account can book rooms, but may not edit them.** Your school's administrator can grant the editing right.

4. Choosing what you look at

4.1 The find panel — and the one thing to understand about it

Above the grid, behind a chevron, a panel narrows the **list of entities you are offered**: programme, year, branch, and a word to search for. When it is actually removing rows it says so, as a count — *18 / 39*.

NARROWING WHAT IS OFFERED IS NOT NARROWING WHAT IS DRAWN. Once you have chosen a room, the grid shows that room's **whole** week — every lesson in it, including lessons belonging to programmes your filter excludes. This is the single most important sentence on the screen. A room half-drawn because of a filter you set an hour ago is a room that **looks free when it is not**, and that is how a lesson gets placed on top of another one.

For the same reason the filter can never move the grid off the entity you chose. Type a word that matches nothing in the room you are looking at and you still see that room.

The panel remembers what you set, per school, for as long as you stay signed in. A referent does not wander the curriculum; she spends a morning inside one programme's second year, and before this she

was handed the full list of two hundred and sixty entities on every arrival. Clear it and it stays cleared — an explicit clear is remembered as a clear.

A link you paste always wins over what the panel remembers.

4.2 The room chooser

When you are placing a lesson, one more control appears: which room to put it in. That one **does** narrow what the grid offers you, and section 5 explains what it changes.

4.3 Your view of the week

On the timetable screen, **Settings** in the rail pulls a panel over the grid rather than taking you away from it — everything in that panel changes the grid behind it, so choosing on a separate screen would mean changing something you cannot see and coming back to find out.

It holds **Mark today**, **Shade Saturday and Sunday**, **Days to draw**, how many rows each list shows, and two controls for the room board. All of it is yours, in this browser. **Put back to defaults** also resets your colour and light/dark, which surprises people.

5. Placing a lesson

There are two ways round, and they exist because planners work both ways: some start from a lesson that needs a home, some start from an empty hour they want to fill.

5.1 From the lesson: “where does this fit?”

Step 1 — open the list. In the bar above the grid, **Not placed** with a count beside it. The count is on the screen even when the list is not, so the alarm stays visible.

The list holds the lessons that **have a plan for this week and nothing in it**: *These have a plan for this week and nothing in it.* Each row shows the subject, the execution type, the cohort, the plan, the lecturers and groups, and the preferred room.

In room view the list is the whole week’s, and it says so: *The whole week — a lesson that is not placed has no room yet.* A room cannot own unplaced work, because having a room is most of what being placed means. Narrowing the list to the room on screen was the first attempt and it emptied the panel: the busiest hall in the week had eighteen lessons drawn and nothing outstanding, not because the week was finished but because no unplaced lesson happened to prefer that hall. There were a hundred and thirty things to do.

The list is capped at four hundred rows, and says so — *Showing the first 400 - narrow the view to see the rest.* When there is genuinely nothing left it says **Everything with a plan for this week is placed.**

Step 2 — pick a row. The grid answers immediately. Pressing the same row again unpicks it.

Step 3 — read the answer. You get a count of free hours, a room chooser defaulting to **Any free room**, and two sentences that qualify everything the screen has just painted green:

- **Checked:** — what the server actually verified: lecturers, groups, the group family, the preferred room, reservations.
- **Not checked — the scheduler decides these:** — turn constraints, daily load, distance between locations, room suitability.

Those two lists come from the server, not from this text, so if the server ever starts checking one more thing the screen stops claiming it does not.

A GREEN WINDOW IS AN OFFER, NOT A PROMISE. It means the things in the first list are free. The generator's own rules are in the second list and are not consulted until you run it.

Step 4 — point at the start you want. This is the part worth learning properly.

A wide green band does **not** mean "click anywhere in here". The band is the whole span that is free, and the band itself does nothing; inside it, each possible start is its own target. Move the pointer down the band and a **ghost of the lesson**, at its real height, follows you. Press where the ghost is where you want the lesson, and that is where it lands.

It works with the keyboard as well — tabbing walks the same ghost down the day.

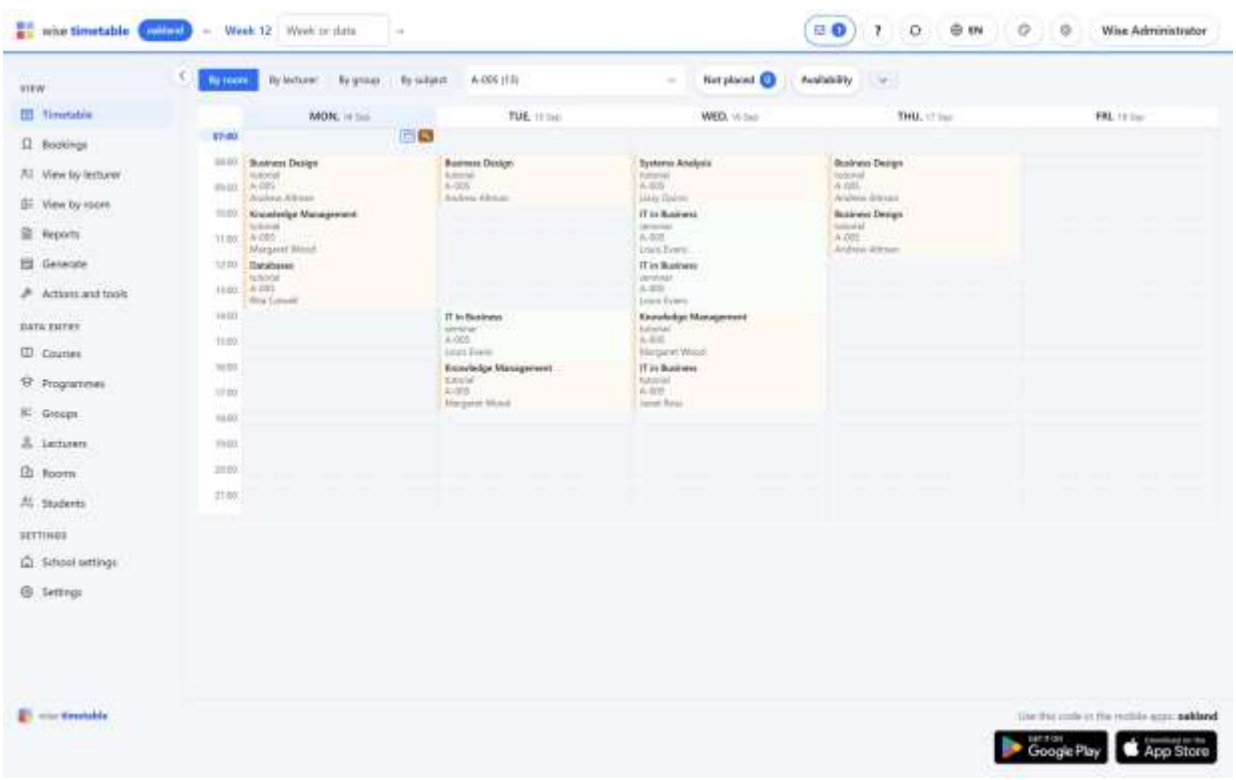
Beside the label, the window names **the room the lesson will actually go in**, or **no room yet**; hovering adds how many rooms are free in that window.

THE COUNT IS WHAT IS DRAWN, NOT WHAT WAS FOUND. Choose a room and the count changes, because the windows shrink to the hours that room is also free.

If the lesson has no plan for the week you are looking at, the panel says so — *This lesson has no plan for this week.* — rather than painting an empty grid.

5.2 From the hour: the two icons

The other direction starts on the grid. Every empty hour carries two small icons:



An empty hour offers two icons: the left one places a lesson that is waiting, the right one books the room.

a card	**Put a lecture on this hour** — opens the outstanding list beside the grid, and every row in it becomes a button reading *Place it on Tuesday at 10:00*
a key	**Book this hour** — the booking composer, §8.3

5.3 What actually gets written

The whole week range, not the week on screen. A lesson is not one Tuesday — it is a Tuesday in every week the turn runs. Click Tuesday at ten for a turn running weeks 1 to 16 and you have placed sixteen lessons, because that is what placing means.

The free/busy answer you were shown was for the week in front of you, so every other week in the range is checked again as it is written. A week where something this lesson needs is busy is marked as not running rather than written on top of somebody.

And you are told which:

- **Placed, weeks 1–16.**
- **Placed in weeks 1–16, except 7, 8 — something it needs is busy then.**

Silently dropping two weeks would be the worst of the three possible behaviours.

Colleagues find out immediately. A placement made here reaches anybody with the project open within about ten seconds, as an ordinary colleague's placement — see If a planner also uses the desktop program, at the front.

You come back to the same view — the same week, the same axis, the same entity, and the filter as you had it.

5.4 When something is in the way

The first press writes nothing. The screen names what is in the way — **by name, not by count**: *In week 1 that hour already has: Ana Novak — Termodinamika* — and offers you **Place it anyway** and **Cancel**.

THIS IS NOT A WARNING TO BE ARGUED WITH. Deliberate overlap is normal work: two groups in one hall, an exam that has to be that Wednesday. The screen owes you the sentence, not a refusal.

The one thing it will not do is let you clear a block **somebody else owns**. That is not about danger, it is about who pays for the mistake: overlapping a lecture costs you, and you are looking at the screen; deleting somebody's exam booking costs a person who is not in the room and will not find out until they arrive. Where that happens the owner's name is shown in place of the × so that "ask them" is advice rather than a wall.

5.5 When the screen cannot answer

Could not work out where this lesson fits just now. Try again in a moment. — with the server's own words underneath, in English.

That apology exists because the alternative once cost three days: a broken lookup and a genuinely full timetable looked identical, both drawing the same grey "nowhere to put this".

5.6 When placing is switched off

No icons on the hours, no targets inside the green, no room chooser and no **Move or swap**. The green windows say **Free** instead of **Click here to place**, the panel adds *Placing from the web is not switched on yet*, and the details panel carries the whole sentence: *This school is administered by the Wise Timetable desktop application, so the week can be read here but not changed. A lesson placed here would be overwritten by the next publish.*

6. Moving, swapping and deleting

6.1 Moving a lesson

1. Click the card. Its details open.
2. Press **Move or swap**. The details close and the grid turns green where the lesson may go.
3. Point at the start you want, and press.

While a move is under way the note sits **above** the grid rather than in the drawer, says **Moving**, and offers **Cancel** — which takes you back to the card's own details. The browser's back button cancels a move as well, because starting one writes nothing: it only changes the question the screen is answering.

A move keeps everything except where it is. The same lesson, the same weeks, the same flags; only the day, the hour, the length and the room change. It is all or nothing: if the new hour is busy in one of the weeks the lesson runs in, the whole move is refused rather than the lesson quietly losing that week. Success says **Moved. Weeks 1–16 are unchanged.**

You land on the card that moved, at its new hour.

If it will not go: **This lesson cannot move there: something it needs is busy in week(s) 3, 7.**

A lesson never blocks its own move. If you are nudging a card half an hour up or down, the hours it currently occupies are offered to it.

6.2 Swapping two lessons

The same button does both halves, because it is one question about one card: **where could this go, and what could it trade places with**. Pressing **Move or swap** paints the free hours *and* outlines the cards this one could trade places with; each of those becomes a button reading *Trade places with this card*. The note says how many there are, or **No card this week can trade places with it.**

Three things are worth knowing:

- **The two cards must be the same height.** Two rectangles of different sizes trading places is a sentence, not a picture. In practice this costs very little: measured across the estate, between 94 and 99 per cent of cards have a same-height partner in the week.
- **The room travels with the card.** Each lesson moves into the room the other is leaving. Nearly 95 per cent of swappable pairs are in different rooms, so a swap that kept each card's own room would fail almost always — and *place* on this grid means a day, an hour **and** a room.
- **The offer is for the week you are looking at; the write checks every week.** Both lessons keep their own weeks, so a swap has to work in all of them.

Success says **The two lessons traded places.** A refusal says which weeks are in the way — and leaves the move open, so you can try the next partner without starting again.

Swap only this week: tick Swap only week N under Move or swap before you press the partner card. The two lessons change places in that week only; every other week of both stays as it was. If something is in the way in that week, the page says which weeks are busy and offers Swap anyway (overlap).

6.3 Deleting

A single lesson can be deleted from its details: press the bin. The question that opens says what will go and offers the narrower answer beside it — tick only this week to take one week out of the lesson and leave the rest. The application decides whether that trims an end, cuts a hole in the middle (the lesson becomes two rows, one either side), or removes the lesson because that week was the only one, and the sentence that comes back says which of the three happened.

For many lessons at once there are still the week-range tool (§13.3), which deletes or shortens across a range and tells you how many of each first, and the plan itself (§9.4) — a line whose weeks you change, or delete, takes its lessons with it.

What you *can* remove here:

- **an availability block** — the × on its cell (§7);
- **a booking** — from the tools screen in bulk (§13), or by denying it in the approval bar (§8.2);
- **a plan line, a turn, a cohort, a course** — on the Courses screen, where a delete that would take teaching with it is refused first and explained (§9).

6.4 Moving one week only

Move or swap (§6.1) moves the lesson in every week it runs, which is what rearranging a timetable means. Rescheduling one session is a different act: Thursday the 12th is put off to next Tuesday and the other weeks stay where they are. That is Move this week only in the lesson's details — the desktop program's "Edit this week".

The panel asks for what you have in mind: a new date, the hour it starts and a room. The date may be in another week; the application works out the week from your school's own calendar. Changing the date or the hour redraws the room list, so you never pick a room against an old answer. Only free rooms is ticked to begin with and says how many are free; untick it to see every room, each taken one with what is in it.

Keep the room leaves the lesson in the room it has. If something is already there at the new date — the room, the lecturer or a group — the panel comes back with a sentence naming it and a Move anyway button. Overlap is allowed; it is asked, never refused. When the move is done you are taken to the week the lesson now lives in, with its details open.

6.5 Notes and cancellations

Note in the lesson's details writes the line students see as the lesson's heading on the web, above the subject. It is the way to say that something is not as the timetable says: a different room for one session, a guest lecturer, a cancellation.

Mark as cancelled fills in the word for you and saves. A cancelled lesson stays on the timetable carrying its note, so a student can tell a cancelled hour from one that was never scheduled — which is why cancelling is a note and not a delete.

Only this week is ticked to begin with, because a note is nearly always about one date; untick it to put the note on every week the lesson runs. To remove a note, empty the box and save. The note shows in bold in the lesson's details and at the top of its card on the grid.

6.6 Locking, and the other ticks on a lesson

Under a lesson's details are the ticks the desktop program offers on its right-click menu. Three belong to the lesson in every week: Locked — generating a timetable (§12) and the optimiser leave a locked lesson where it is; Marked — a mark for yourself that changes nothing else; and Online (planned). A change is saved as soon as you tick. A locked lesson carries a small padlock on its card.

One choice is about the week on screen only: Runs as planned, Forced — kept this week even where a clash or a holiday would normally take it off — and Not held this week, which takes the lesson off that one week. To tell students a lesson is cancelled, use a note instead (§6.5); then it stays on the timetable.

Above the grid, Locking locks or unlocks the lessons shown — those of the room, lecturer, group or subject you have open, the same as the desktop's "Lock shown" — in one press. Lock all and Unlock all first say how many lessons they would change and ask before they write. Lock what you have placed by hand before you generate the rest.

6.7 Which weeks a lesson runs in

In the lesson's details, Runs in weeks draws one small cell per week: filled where this lesson runs, faded where it does not, outlined for the week on screen. Each cell is a link to that week with the same lesson open, so "where else is it?" is one press rather than paging through the year.

When you place a lesson (§5.1) you can now also leave weeks out: next to the from and to weeks, type the weeks to skip in except — for example 8, 11-12. Those weeks are written as not running and are not reported as skipped.

6.8 Changing the type of a lesson

Change type in a lesson's details moves the lesson to another execution type of the same course — from Lecture to Lab, say. As in the desktop program, the whole cohort moves together: every lesson of that group in that course, with its lecturers, groups, plan and weeks. The panel says how many lessons will move before you press it.

The course's own types are listed first. Choosing another type of the school adds that execution to the course, exactly as the desktop does, and the old one is removed once it is empty.

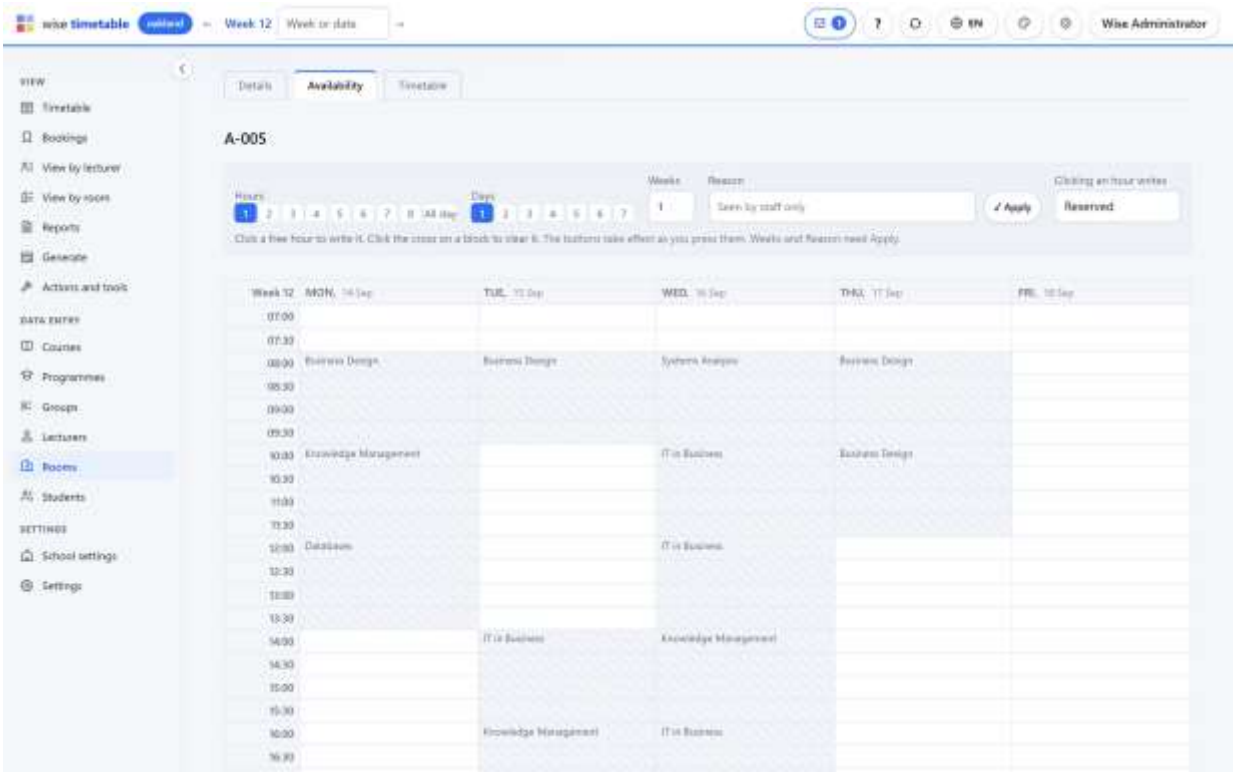
7. When somebody or something is not available

Availability is reached from the tab row on a lecturer, a room or a group. It is one screen serving all three, and the tab row keeps you standing on the entity you came from.

It answers the question *when is this not to be used* — and what it writes are reservations, the same table the bookings list shows. Blocking a lecturer’s Monday and booking a hall for a conference are the same kind of row with different words on them.

7.1 How it differs from the week grid

It is an ordinary table: one row per hour line, one cell per day. Nothing overlaps, because a lecturer is in one place at a time.



Availability. The same week, but clicking writes a block rather than a lesson - the bar above says what the next click will write.

Lessons are drawn, in grey, and are not clickable. They are there because you cannot sensibly block an hour without seeing what is already taught in it — a planner who blocks over a lecture should find out from the screen, not from a colleague. Moving them is the timetable's job, one tab away.

The week navigation is the same as the main grid's, and takes a week number or a date in the same spellings.

If the school has no hour ladder yet: *This school has no hours set up yet, so there is no week to draw.*

7.2 The bar: what the next click will write

Before you click a cell, the bar says what that click will do.

Apply	the first control, so pressing Enter in the reason box does not reset anything
Hours	1 to 8, as buttons
All day	from the first line of the day to the last
Days	1 to 7
Weeks	a number

Reason	seen by staff only
Clicking an hour writes	which of the school's own reservation types

Underneath: *Click a free hour to write it. Click the cross on a block to clear it.* and *The buttons take effect as you press them. Weeks and Reason need Apply.* When anything is set away from its default, a bold line summarises what the next click will write — the type, the size as *hours* × *days* × *weeks*, and the reason in quotes.

So one click writes a **rectangle**, not a cell. *Maternity leave until 3 February* is one click; before this was built it was three hundred identical ones.

All day exists because it is the commonest thing anybody wants to say. Hours stops at eight buttons, and 118 of our 120 schools have more than eight lines in a day — the estate runs from 8 to 60. *He is not in on Mondays* was the one sentence the screen could not write. With **All day** on, clicking any cell in a column blocks that whole column, from the school's first hour line to its last, whichever cell you actually pressed.

The reason is shown to staff, not to students. It goes into the internal note, not the line the timetable prints. An absence reason is about somebody's life, and a public timetable is the last place for it.

The confirmation says what was written: **Written.** for a single hour, or **Written — hours x days x weeks: 2 x 3 x 4** for anything larger. One click can write a hundred and forty lesson-hours, and the difference between meaning to and not is one digit in the bar.

7.3 The blocks themselves

A block is painted in its own colour and shows its **type**, its **reason** clipped to one line, and — when it runs wider than the cell you are looking at — its **week span**, with the warning that clearing it clears all of it.

CLEARING ONE CELL CLEARS THE WHOLE RECTANGLE. A block written as three weeks by two days is one row, not six, and the × removes the row.

A block somebody else owns has no ×. In its place is the owner's name, so that the question the missing cross raises — *who do I ask* — is answered on the screen. This is the one place these screens refuse rather than verify, and section 5.4 explains why.

7.4 What a block does to the rest of the application

On the week grid, the hours a block covers are simply **not painted green** for a lesson that needs that lecturer, group or room. There is no separate colour for blocked time on the main grid: a block is the absence of green.

If you place there anyway, the clash panel names what is in the way and offers **Place it anyway**.

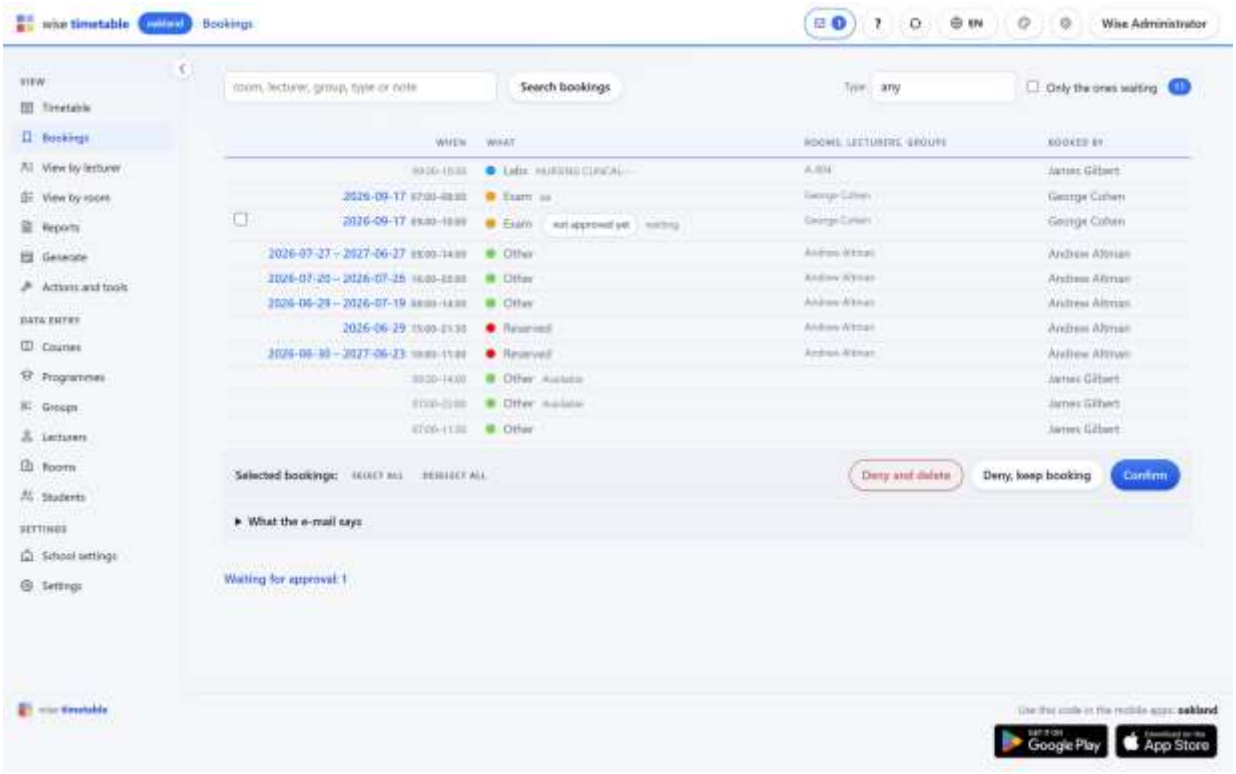
8. Bookings

Bookings in the rail — every reservation in the school, not only yours.

If the screen says **This is showing your own bookings, not the school's**, your server is a version behind. Tell us; do not read the short list as the school's.

8.1 What a booking is, and what the list shows

The same table as availability. The **type** is what makes a row one thing or the other: the school's own vocabulary — exam, meeting, maintenance, blocked — out of its own colour table.



The bookings list. What is waiting for approval is marked, and the bar at the foot acts on everything ticked.

One useful property: a booking survives a publish. Where a faculty also runs the planner program, most of what is written here is rewritten when somebody publishes; a booking is read back instead, and so are four other things — see If a planner also uses the desktop program, at the front. At a faculty that runs only this application none of that arises.

The columns are **When · What · Rooms, lecturers, groups · Booked by**.

The When cell is a link that opens the booking on the timetable, aimed at whichever of the room, the lecturer, the group or the subject the booking names — in that order — and at the right week. Where a booking names none of those, or has no date the school's calendar knows, the cell is plain text rather than a link that would land nowhere.

Above the list: a search box across room, lecturer, group, type and note, with the total beside it; a **Type** filter with the type's own colour beside each name; and, where your school approves bookings, a tick reading **Only the ones waiting**. The search is done by the server, not in the page — the list is paged, and a box that searched only the fifty rows on screen would report "nothing found" about a booking that is plainly there.

There is **no New button here**, deliberately. Nobody arrives at the whole school's bookings in order to make one; they arrive to find one. Bookings are made from the week grid, where you can see whether the hour is free.

Two chips can appear beside a booking's type:

not approved yet	the booking has been made and nobody has yet accepted it
not published	it does not reach the public timetable

8.2 Approving what other people have booked

YOUR FACULTY DECIDES whether bookings need approving at all. It is a switch on the Bookings tab of School settings (§14.1). Most faculties do not use it, and there a booking is on the timetable the moment somebody makes it. Where it is off, nothing in this section is drawn.

Where it is on, the timetable office is the one who says yes. Three things point you at the work:

1. **A stamp with a number in the top bar**, on every screen, whenever something is waiting. It leads straight here.
2. **Waiting for approval: 6**, a link above the list.
3. The **Only the ones waiting** tick, which narrows the list to them.

Each waiting row gets a tick box of its own, and under the table sits the bar:

Select all / **Deselect all**

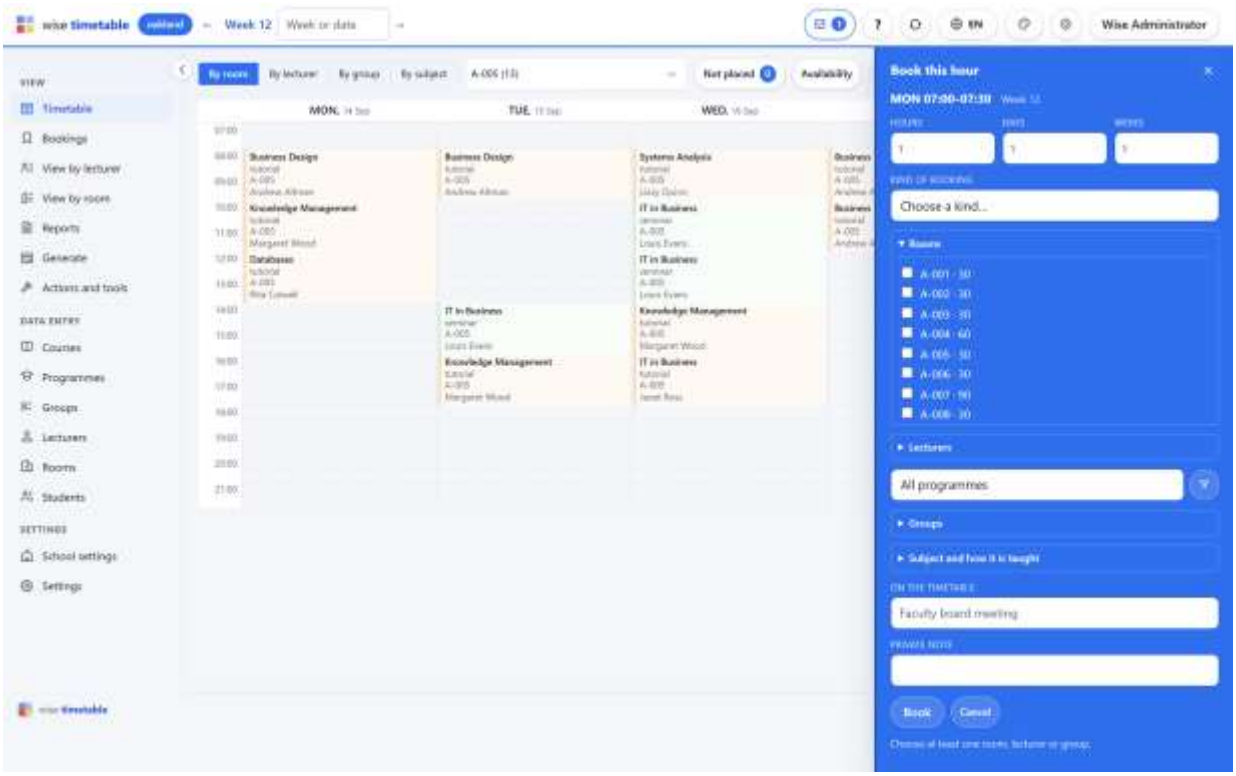
Confirm	the booking is accepted and goes on the timetable
Deny, keep booking	refused, but the row stays — the hall is still held while somebody sorts it out
Deny and delete	refused and removed. It asks first: *Deny and delete the selected bookings? This cannot be undone.*

Under the buttons, a fold headed **What the letter says** holds a sentence of your own and a tick, on by default, reading **Send a letter to the lecturer**. The person who made the booking is told what you decided and, if you wrote one, why.

Pressing a button with nothing ticked says **Nothing was picked.** rather than doing anything. When the waiting list is empty the screen says **Nothing here is waiting for approval.**

8.3 Making a booking

From the week grid: the key icon on an hour opens the composer in the drawer beside the grid, so the week stays visible while you fill the form in.



Booking an hour. Rooms, lecturers and groups are chosen on the right; at least one of the three is required.

It asks, in this order:

1. **Where** — the day, the hour and the week, stated as a fact before anything you can change.
2. **How big** — length, days, weeks. The same three numbers, in the same order and with the same defaults, as the availability bar; the two write the same table.
3. **Kind of booking** — the school's own types, opening on *Choose a kind…*. Nothing is preselected, on purpose: a composer that chose the first type for you would book a hundred meetings as whatever happens to sort first.
4. **Rooms** and **Lecturers** to book, as tick lists in folds.
5. **Groups**, narrowed by the programme cascade — there is a **Narrow the lists** button rather than a reload on every choice.
6. **Subject and how it is taught**, in a fold that is shut by default. It is for a resit, an exam or a lab makeup — a booking that names a subject reads on the timetable the way an ordinary lesson for it does. Rare overall, and not rare at all where it matters: a third of exam bookings carry it.
7. **On the timetable** — the line the timetable prints, which a student sees.
8. **Private note** — the planner's own, staff only.

A booking may name a room, a lecturer, a group, several of each, or a combination; it must name at least one, and the button says so until it does: **Choose at least one room, lecturer or group.** Otherwise it counts what you have ticked — **Booked for 3**.

A BOOKING CAN COVER ANYTHING. Nothing here refuses an overlap and nothing warns you about one: a planner covering a lecture with a board meeting is doing their job. The verification is the grid redrawing with the block visibly on top of whatever was there.

The refusals it does make are about shape and permission — no type chosen, nothing named, a block running past the end of the week, a room this account may not book — and each names what to change while leaving the form as you filled it in.

On success the composer closes and forgets its text, because a booking that is written is finished, and a form left open with the same reason still in it is how the same meeting gets booked twice.

Many bookings at once: Import from a file, beside Search on the bookings list, reads a CSV file — date (or week and day), time from and to on your school's own lines, rooms, type, note, and optionally lecturers, groups and a course. Download the example file first. Press Preview to see every row as new, already booked, or not imported with the reason; an overlap is marked and booked anyway. Times must sit exactly on the school's lines — the message names the nearest ones.

8.4 What reaches the public timetable

Two separate things decide it:

1. **The type.** Your school marks each reservation type as shown publicly or not.
2. **The row's own flag**, which shows on the list as **not published**.

YOUR FACULTY DECIDES which types are public. The six types themselves are fixed by the program, but the word and the colour on each are your school's and are set here — School settings → Bookings (§14.1).

9. Courses: the subject, the way it is taught, the plan, the cohort

This is the chapter to read slowly. Everything else in the application follows from what is in here.

9.1 Four levels, and what each of them is

What you would say	What the screen calls it
the subject	a **course**
"this subject, taught this way" — the lecture, the lab, the seminar	an **execution type**
one line of the plan: *three hours a week, weeks 1 to 16, in this room, taught by her*	a **turn**, shown on the course as a **plan line**
the students who sit in that room together	a **cohort**
one lesson, in one hour, in one week	not on this screen at all — that is the timetable

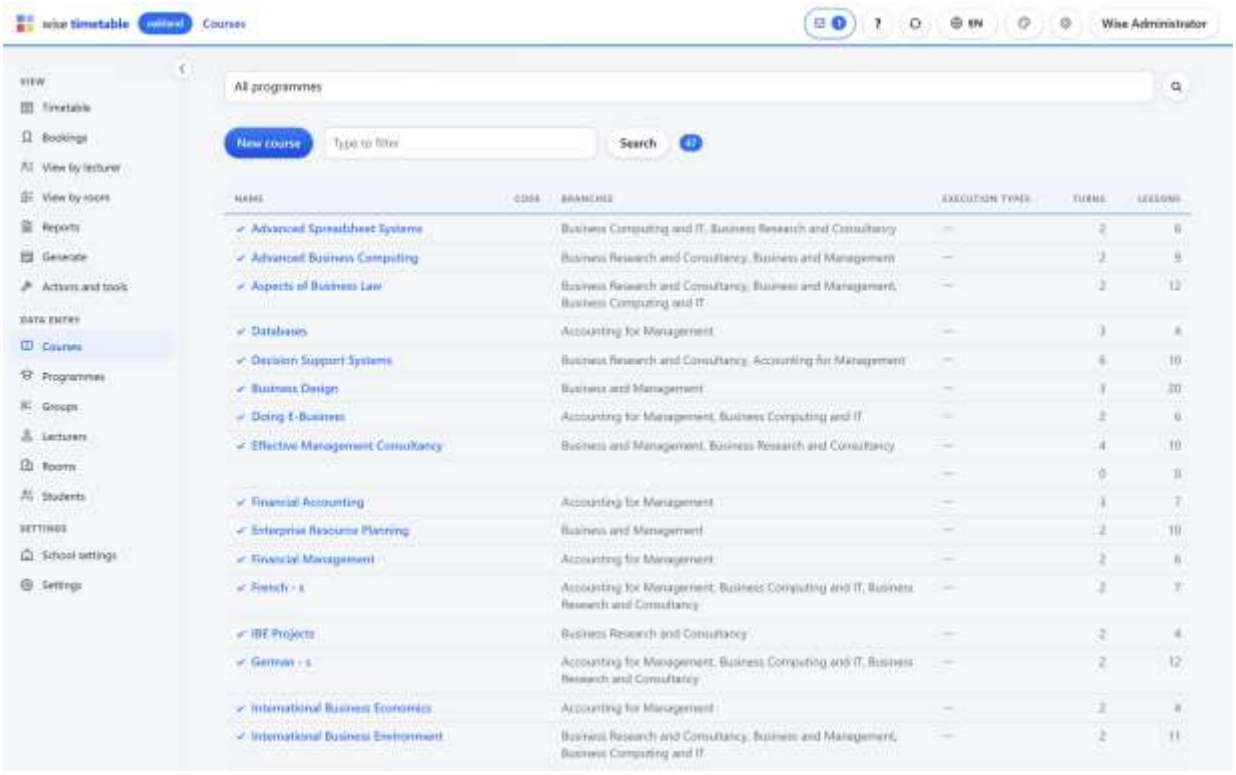
You do not have to work down that chain, and the screen is built so that you do not:

- A course opens on its **Plan**, which shows every line of every execution type at once, grouped by type under the type's own heading. Typing a line is done there.
- Adding a line of a kind that does not exist yet — **Another execution type** — makes the execution type on the way. Nobody sits down to create one.

- The cohort count on each line is a link. The only reason to walk further down is to change who is in a cohort.

9.2 Finding a course

Two bars, answering different questions. The **cascade** — programme, year, branch — asks *which part of the curriculum*. The **search box** asks *which subject inside it*, and it matches the name, the code and the translation, with accents folded, so Musevic finds *Muševič*.



The course list. The count beside Search is how many the filter has left, and the last three columns say how each subject is taught.

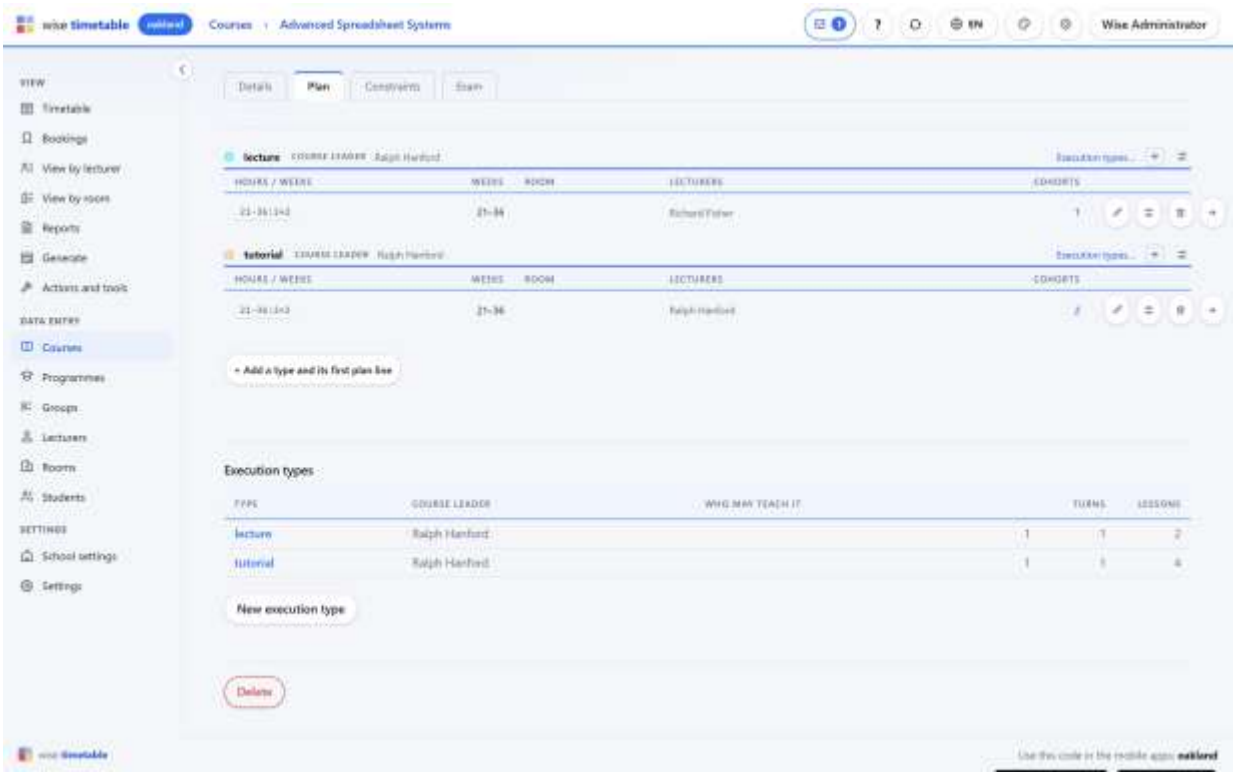
Choosing a level of the cascade clears the levels below it. A bookmark kept over a republish falls back to the unfiltered list rather than to an empty one.

The columns are **Name · Code · Branches · Execution types · Turns · Lessons**. The last three are the numbers a delete is refused over, so they are in front of you before you try. Where there is nothing: **No courses here.**

Before each name there is a mark: a tick when everything this course teaches has a lesson somewhere, a part-filled dial when some of it does, an empty ring when none of it is. Hover it for *{placed} of {total} placed*. If the server cannot answer, nothing is drawn — a coverage failure never breaks the list.

9.3 The course itself

Three tabs: **Details**, **Plan**, **Constraints**. A new course opens on Details, with the other two drawn but dead — *Save the subject first — a plan needs something to belong to.* An existing one opens on **Plan**, because that is what you came for.



A course. Its plan lines on the Plan tab, the execution types underneath, and the Constraints and Exam tabs beside it.

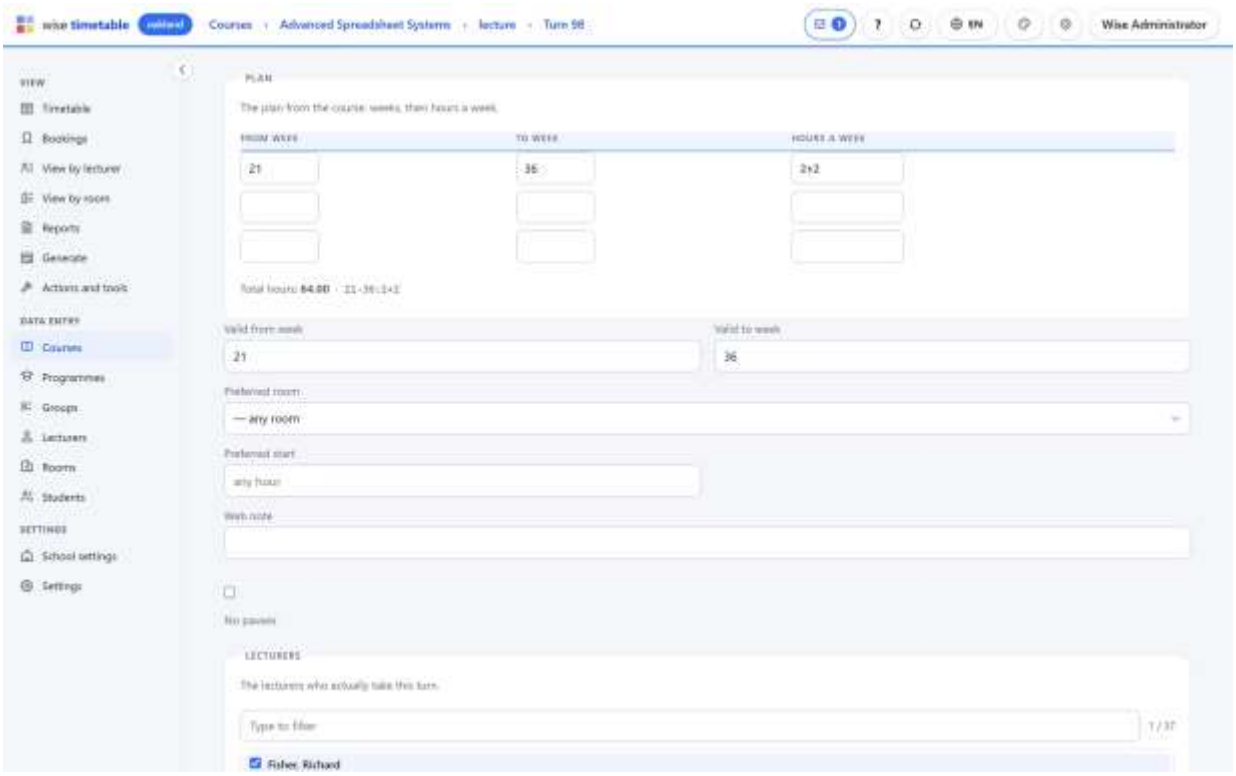
Details holds the name, the name in the other language, the code, the credits, the course leader, an online meeting link, a note, and the **branches** this subject belongs to: *A course may belong to several branches, or to none.*

Nothing about a course is unique except its internal identifier. 88 schools have two courses with the same name and 110 have two with the same code, so the screen does not refuse a duplicate. Sixty per cent of courses in the estate have no code at all. The code is a label, not a key.

9.4 The plan line — the grammar worth learning

A plan line says *which weeks, and how many hours a week*:

1-16:3 one session of three hours a week, weeks 1 to 16
1-16:2+1 a two-hour block and a one-hour block, each week
1-16:3,17-22:0,23-36:2+1
three ranges — and weeks 17 to 22 are IN the plan, carrying no lesson
1-16:1.5 an hour and a half



A turn. From week, to week and hours a week are the grammar of the plan line; the room and the start are preferences, not orders.

Three things about it:

- **0 is not the same as empty.** 17-22:0 means those weeks belong to the plan and carry no lesson. An empty box means the plan does not mention that week at all. Getting this backwards silently removes teaching.
- **Hours are written the way you write them** — 3, 2+1, 1.5. Not 3.00. What you type is what is stored, and a trailing zero is not treated as a change.
- **Some plans cannot be edited here. A line written in a form this screen does not compose is shown with its raw text, marked Written in a form this screen does not compose, so it is shown here as it stands, and left alone by a save. Across the whole estate that is 283 lines out of eighty-five thousand, every one of them written years ago by a planner's own program; nothing on these screens can produce another.**

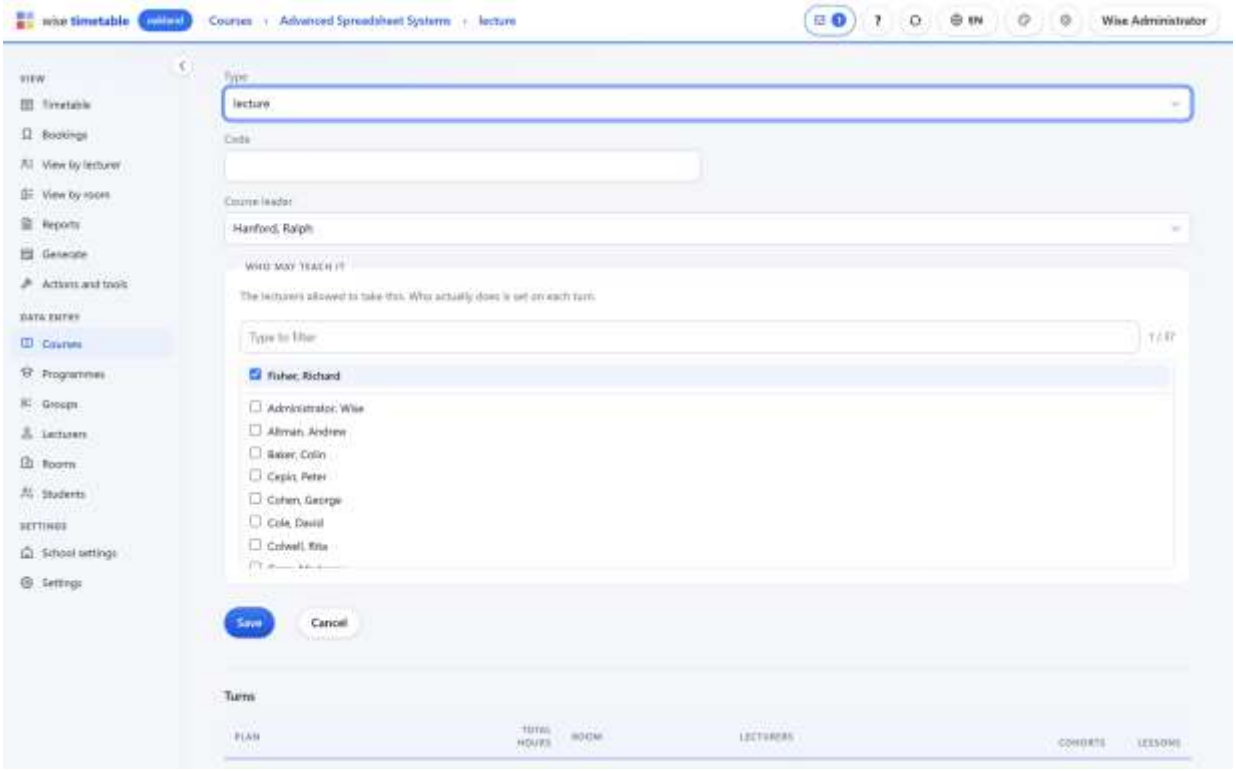
Week by week beside the box replaces it with one box per week, for the weeks where the pattern is irregular: *One box per week. An empty box means the plan does not run that week; 0 means it runs and carries no lesson. Two sessions in a week are written 2+1.* While that grid is open the one-line box is not drawn, so there is never a question about which of the two wins. The link becomes **Back to one line**.

THE PLAN AND THE VALID-FROM / VALID-TO ARE TWO DIFFERENT STATEMENTS, AND THEY ARE NOT NESTED. The plan says which weeks carry how many hours; valid-from and valid-to say between which weeks the line exists at all. Estate-wide, 8 837 turns have a plan starting before their own valid-from. If teaching goes missing and the plan looks right, look at these two numbers next.

Under the plan table, Fill weeks from a term offers your school's named terms (§14.1, Terms) as buttons. A press puts that term's weeks into the first row whose weeks are still empty; nothing is saved until you press Save.

9.5 What else is on a line

The **room** is the *preferred* room — a wish, not a booking. A line naming a room that no longer exists says so: *That room no longer exists.*



An execution type - the way a subject is taught. Who may teach it is set here; who actually does is set on each turn.

The **lecturers** picker offers the execution type's own *may teach* list first; where that list is empty — which is most schools — it offers the whole staff. Anybody already on the line is always offered, even if they have since come off the may-teach list, because dropping them from the options would take them off the turn at the next save without anybody choosing that.

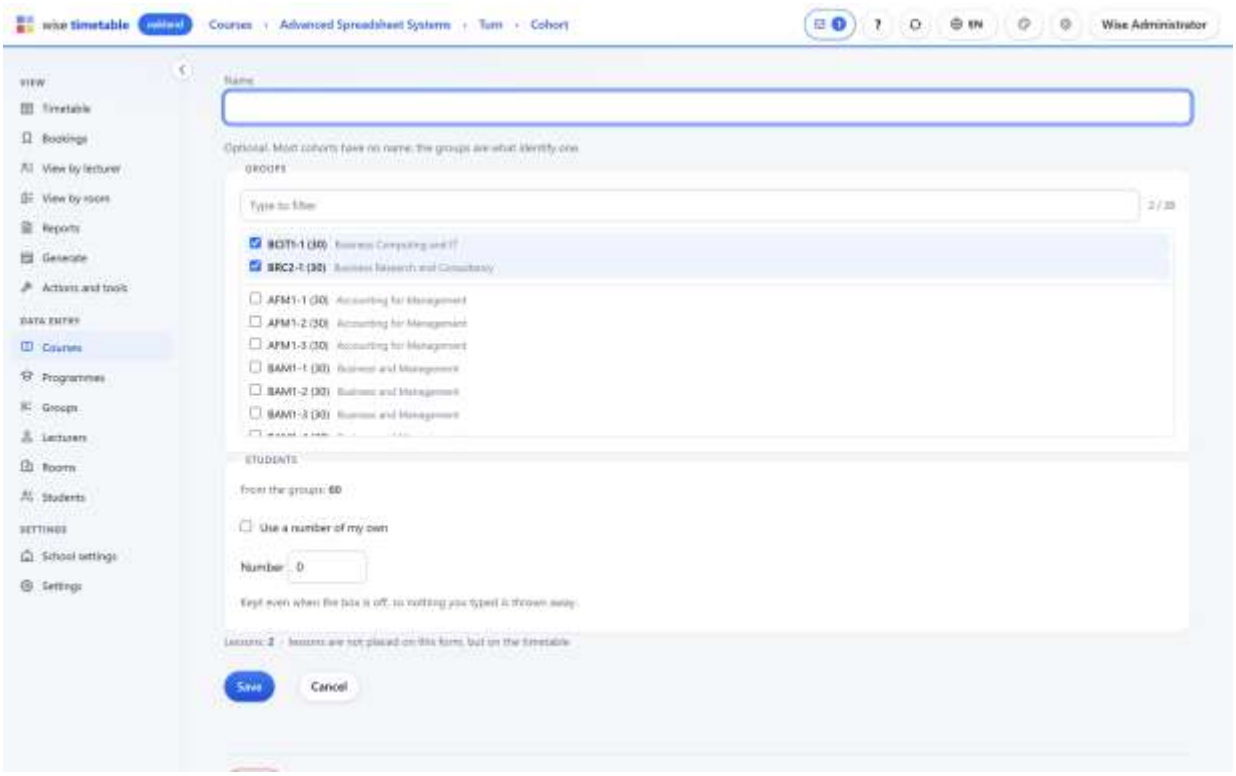
Duplicate this line copies what is on the screen, not what is stored — so change the plan, press duplicate, and the new line is the variation. It copies the lecturers. It never copies the cohorts: two turns holding the same groups at the same hour is a double booking, not a duplicate.

Delete sits on its own strip under the open row, at the far corner from Save. It was beside Save until somebody read it as Cancel.

A shut row shows its text and two icons: a pencil, which opens it, and a sliders icon, which opens its constraints.

9.6 Cohorts

A cohort is *the students who sit in that room together* — one or more groups attached to a line. The line's cohort count links to them.



A cohort. The groups that attend this turn, and the number of students the room has to hold.

Most cohorts have no name; the groups are what identify one. A cohort can carry a student number of its own where the groups' own numbers are not the right answer, and the number is kept even when the box is switched off, so nothing you typed is thrown away.

Lessons are not placed on this form. They are placed on the timetable.

9.7 Constraints, at three levels

The Constraints tab carries the rules the generator must respect, in the generator's own vocabulary. They are not conditions this screen enforces — they are what the generator reads when you run it.

On the course, three groups:

- *The whole subject* — Do not generate this course · Do not publish · Mandatory, no clashes · Elective, may be overlapped · Sequential · In different days · Modular, locked · Class teacher hour · Students, labs · Students, labs alt.
- *Final exam — Need final exam · Course is major · plan additional rooms for a large attendance · check neighbours for those groups; then Room attributes, Filter Aid — Begin it with + to make this the course others follow at the same time, or with − to make it follow one. The Tools screen pairs them. — and two boxes labelled Attr 1 and Attr 2.*
- *Rooms and filters* — **Optimization timeframe**: any time, start of day, or end of day.

On an execution type — the sliders icon in a type's heading: **Need final exam**, **Course modality is major**, and a row of tick boxes for the **room attributes** this kind of teaching needs.

That row is drawn only where the school has a vocabulary of room attributes. If your school has never named one, there is nothing to tick and the row is not there. The vocabulary itself is kept on School settings → Room properties (§14.1), so a school that needs a new one can name it and come back.

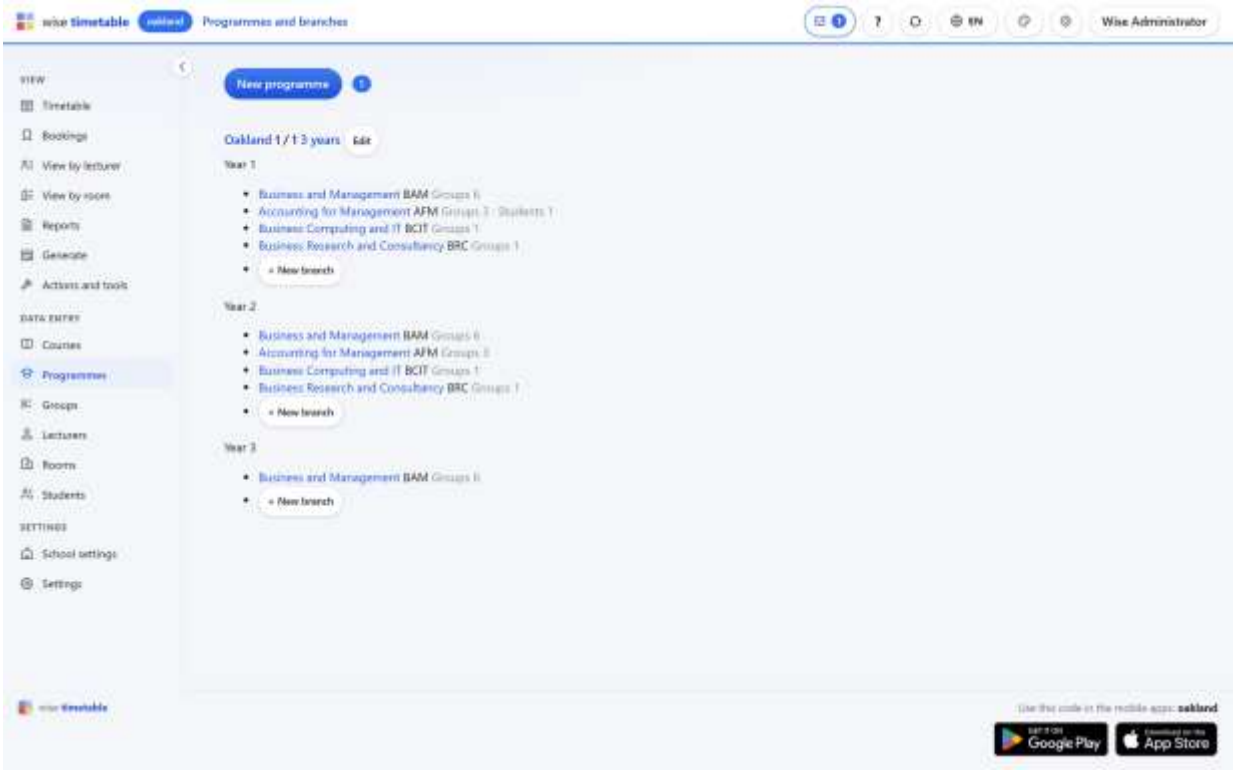
On one line — the sliders icon on a shut row: the **seven days the generator may use**, **force free day after**, **same hour for the section**, **after this hour**, **before this hour**, **make always visible**, and **occupy more rooms**, a number from 0 to 7.

THE SEVEN DAY BOXES ARE ALL ON BY DEFAULT AND ARE WORTH LEAVING THAT WAY. About 82 000 of the estate's 85 000 turns have all seven set. Clearing them all leaves the generator unable to place the turn at all, and nothing on any screen says so.

10. The registers behind the timetable

10.1 Programmes and branches

One screen, **one programme at a time**, chosen in a list that opens it as you choose. Under the name: its code, a chip saying how many years it declares, and one row per year holding that year's branches — each with its code and how many groups and students hang off it — with a **New branch** button on every year.



Programmes, years and branches, with the groups hanging off each branch.

Two extra sections appear where the data needs them: branches sitting above the years their programme declares, and **branches without a programme** at all.

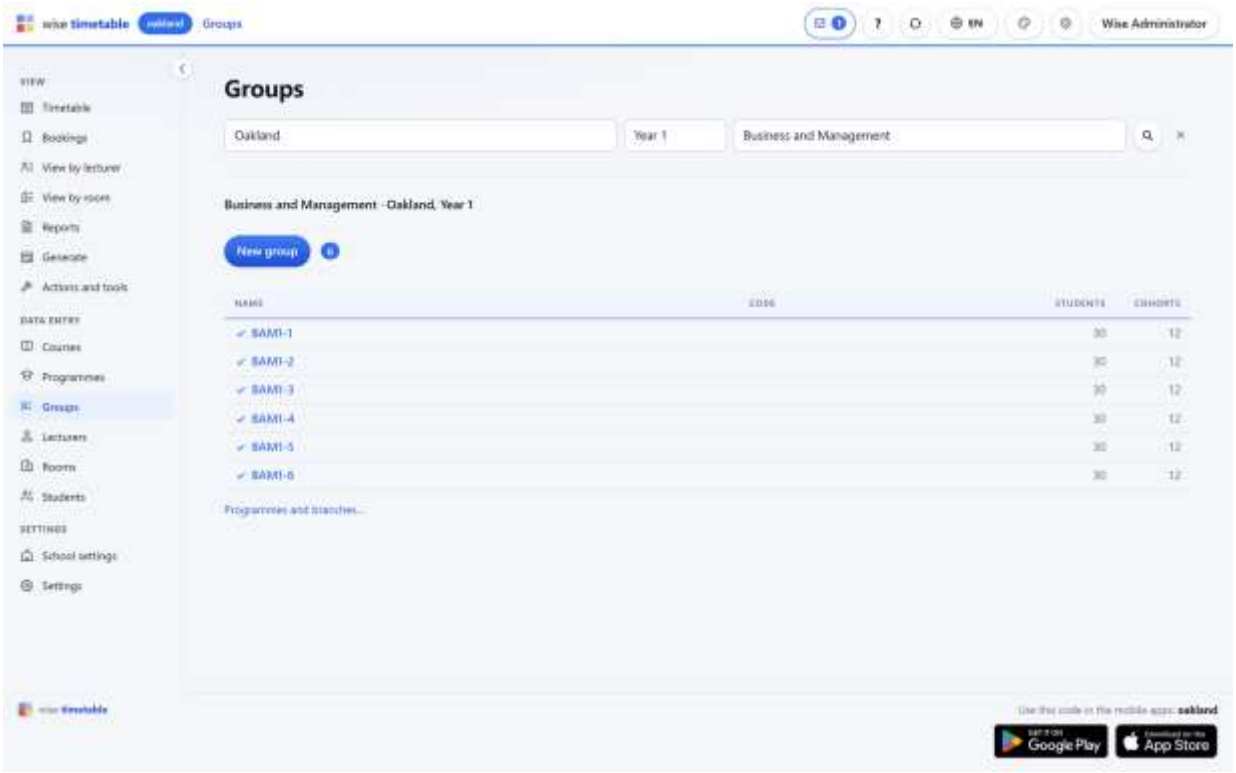
A branch has a name, a name in the other language, a programme, a year, a code and its credits. Leave the code empty on a new branch and it is given its own number. A branch in a higher year raises the programme to match.

THE CODE IS HOW STUDENTS ARE MATCHED TO A BRANCH, NOT JUST A LABEL. Changing it moves the students who are on it, and the screen says how many before it does — with a tick reading **Move these students to the new code**.

Under the branch form sits that branch's own group list, with a **New group** button, so the commonest next thing is where you already are.

10.2 Groups

A group is a set of students that is timetabled as one. Groups form a **family**: a parent with children under it — the year, divided into two seminar groups, each divided again into lab halves. The list shows that as an indent, with a **Split** chip on a parent; a third of the estate's groups are somebody's child and a few dozen are three levels deep.



Groups. A programme, a year and a branch narrow the list; the groups of that branch are underneath.

The screen starts with the cascade: *Choose a programme above, then a year and a branch. The groups of that branch appear here.* The columns are **Name · Code · Students · Cohorts**.

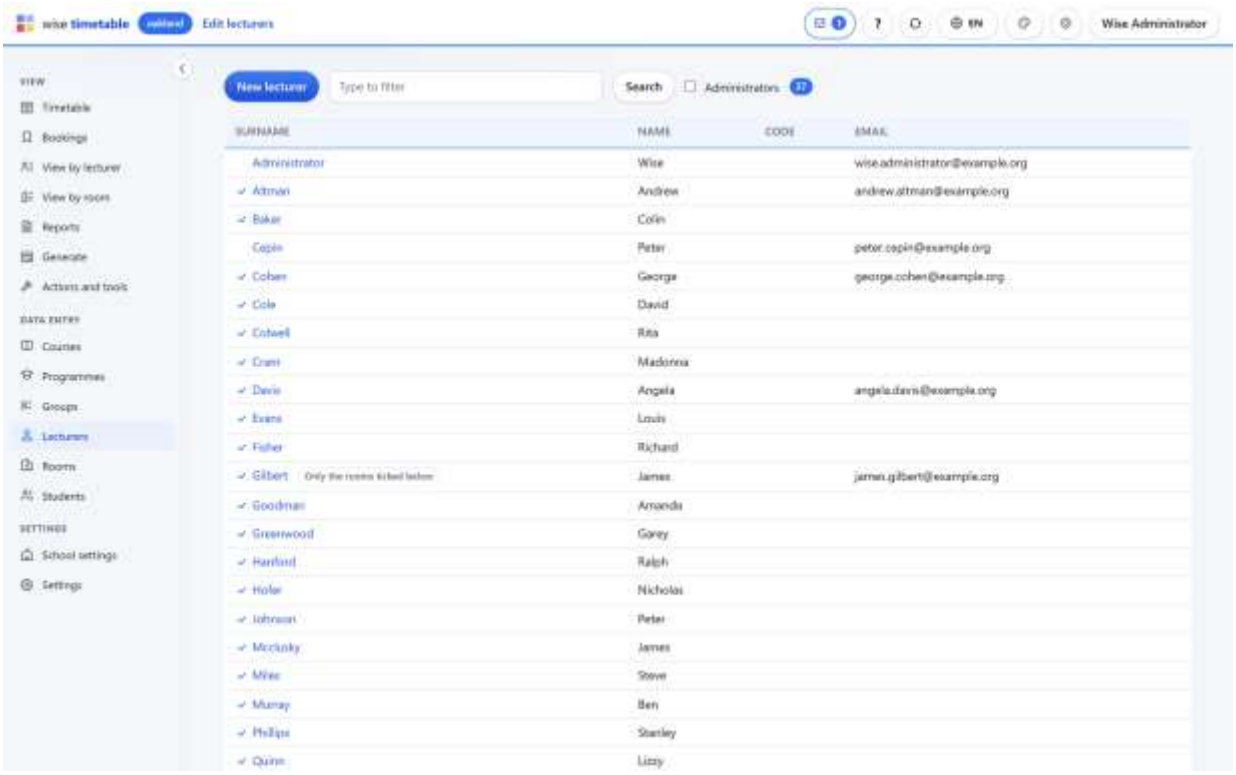
A group's form asks for its name, code, number of students, e-mail and note; then **Part of**, which is *Not a subgroup* until you choose a parent — and only then does the **Split** box appear. An **Active** tick takes a group out of use without deleting it.

What the family costs you is the thing to understand: when a child group is in a lesson, its parent is busy too, and so are its siblings' shared hours. That is why placing a lab for half a group blocks the lecture for all of it.

A CHOICE OF ONE IS NOT A CHOICE. When the cascade narrows to a single branch, the screen takes it and shows the result rather than making you tick the only row — and it says **the only branch** so that nobody wonders why the select still says *all*.

10.3 Lecturers

The list carries **Surname · Name · Code · E-mail**, a coverage mark before the surname, a filter tick for **Administrators**, and chips where they matter: *Not available for timetabling*, *Only the rooms ticked below*, and one for an account that signs in through your institution's own directory.



The lecturer register. The tick in front of a name is the administrator mark - the one that opens this application.

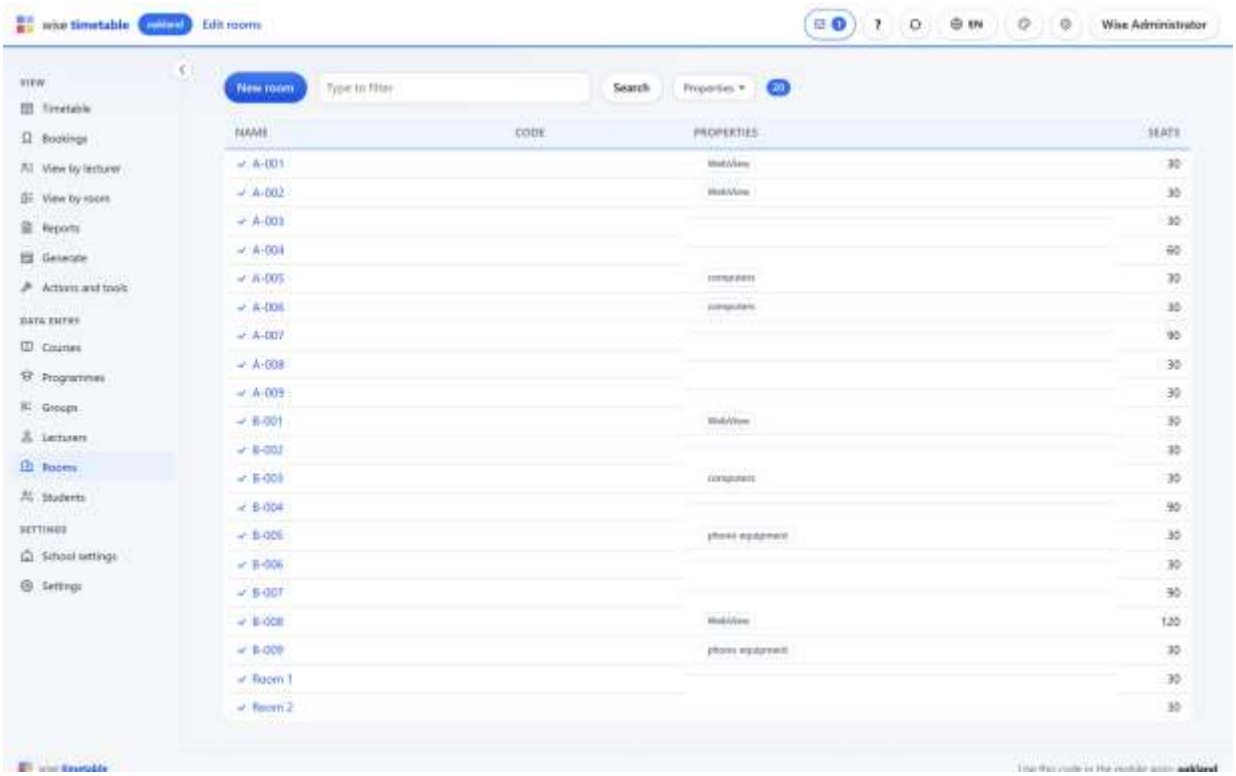
The form has four tabs — **Details**, **Credentials**, **Availability**, **Subjects** — and they each save separately, which is deliberate: filling in one tab and moving to another without saving used to lose what you typed. On a new person the last three are dead: *Save this first — there is nothing to show until it exists.*

The **Subjects** tab is the one worth explaining. It opens with a count — *Carries 14 subject(s), 22 part(s) (may teach 9, does teach 13)* — and one row per execution type, each marked **may teach**, **teaches**, or **teaches — not on the suitable list**.

"MAY TEACH" AND "DOES TEACH" ARE TWO DIFFERENT LISTS. The execution type's *who may teach it* and the turn's *lecturers* are two tables hanging off two different rungs of the chain. Editing one never changes the other. A line that is actually taught offers no cross here, on purpose — *This one is actually taught. Take the lecturer off the turn to undo it.* At one school, 82 per cent of the teaching that actually happens is missing from the may-teach list — and the may-teach list is what the generator reads. The screen warns you when it finds that.

10.4 Rooms

The list carries **Name · Code · seats**, a coverage mark, and a *Not on the web* chip on rooms the public timetable does not show.



The room register: name, code, what is in the room, and how many it seats.

The form has two tabs, **Details** and **Availability**, and holds: the name (required), the code, the number of **seats**, the name in the other language, and an e-mail. Three more fields appear only at schools that use them — floor area, priority, and an online meeting link.

Then three fieldsets:

- **Show** — show on the public timetable · strict · meeting room · conference hall · exam hall.
- **Equipment — the tick list of what this room has. It is drawn only where the school has a vocabulary to tick. If your school has never named a room attribute the whole box is absent, and naming the first one is on School settings → Room properties (§14.1). This is the same list the Constraints tab asks against (§9.7), so a lab that needs a fume cupboard can only find one if the fume cupboard is ticked here.**
- **Who may book it — the three positions matched against a lecturer's own role: Lecturer, Administrator, Other. The same three as on the lecturer's Rights tab (§10.3).**

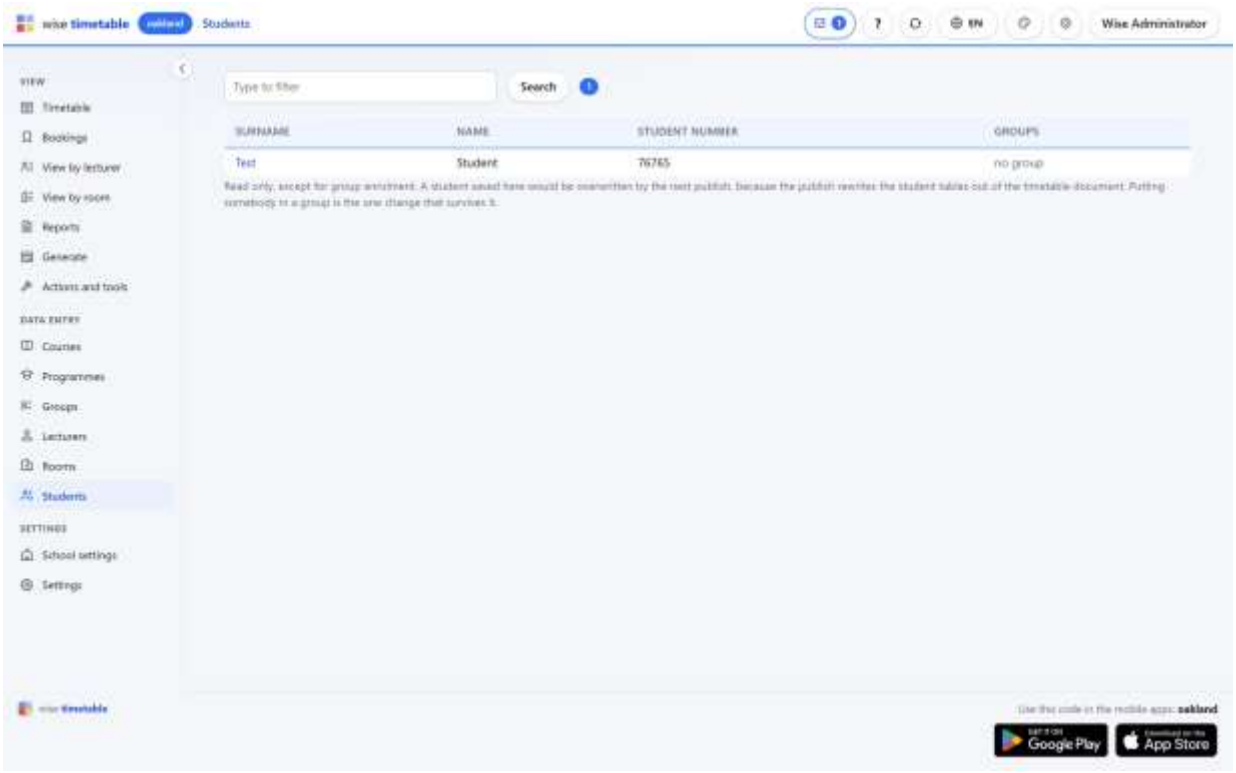
The seat count is the number the generator's deviation setting relaxes — see §12.

A room's town and building are chosen on this form, from the lists the Locations screen keeps. The journey time between two locations — in hours — is set on that screen as well, and the placement screens refuse a room a lecturer could not reach in time.

Rooms, Lecturers and Courses each have Import from a file beside New. Download the example file — it has the column names in your language and one example row starting with #, and rows starting with # are never imported. Fill one row per item and save as CSV; any separator and encoding Excel writes will do. Spaces at the start and end of a cell are removed, and an empty cell leaves that field as it is. Press Preview to see every row as new, changed, already there, or not imported with the reason; choose a column by hand if a header was not recognised. Press Import to write them. Each row is saved exactly as if typed on the form, and importing the same file again changes nothing.

10.5 Students

The roster can be edited here, and enrolment is the part that needs nothing else. A student's own columns — surname, name, number — are written through the change queue, so a planner with the project open receives them and the next publish writes them back out. A faculty that has not been set up for that gets a refusal saying so, rather than a form that loses its work. Putting somebody in a group is durable by a different route, at every faculty, which is why it has a button of its own.



Students. The roster is editable; putting somebody in a group is the one change that survives a publish on its own.

Enrolment has a button of its own: on a student's own panel, a Put in group list and an Enrol button. A group put on from here carries a star, and only a starred chip has a cross to take them out again. A group the student already had is shown without one — it belongs to the roster the school loaded, and taking somebody out of it is a change to that roster rather than to this enrolment.

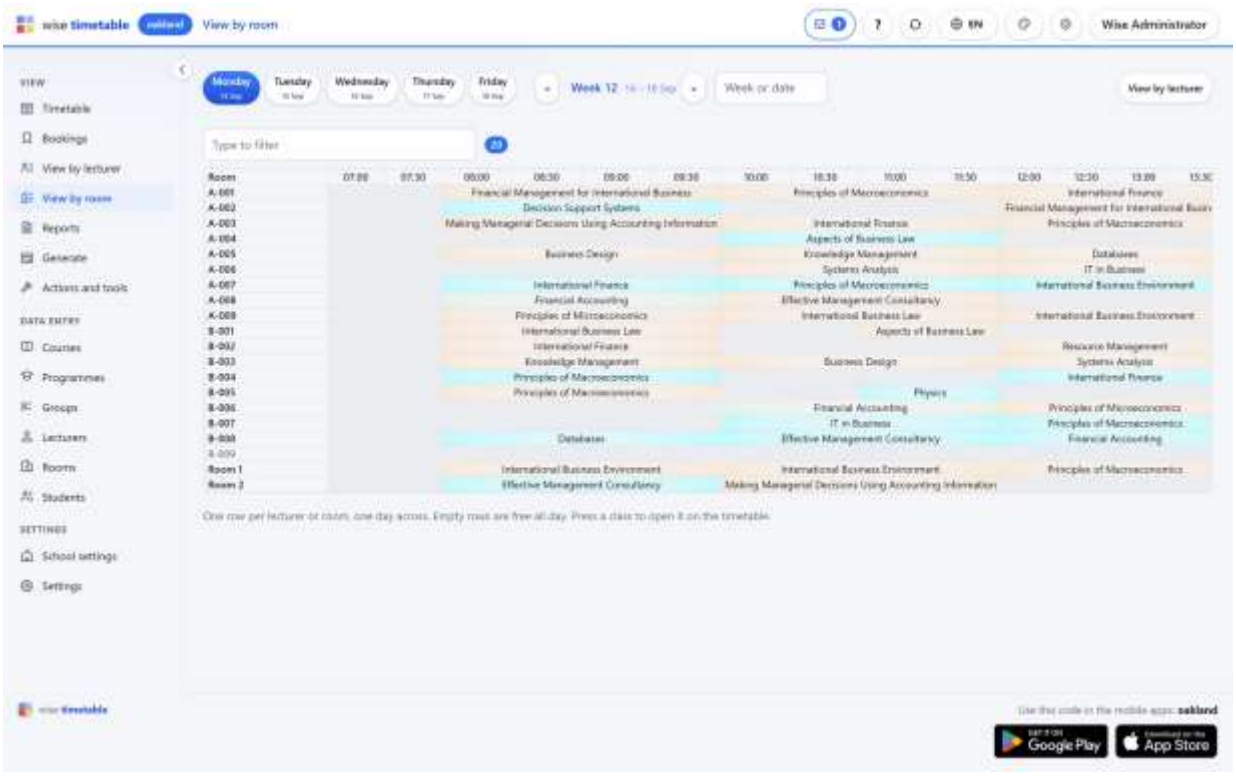
The columns are **Surname · Name · Student number · Groups**, the group chips narrow the list when pressed, and a missing number is drawn as a dash rather than as nothing.

Roughly half the students in the estate are in no group at all — 47 per cent across all schools, and at 11 schools out of 23 it is the normal state. An empty group list on a student is usually the school's data, not a fault of this screen.

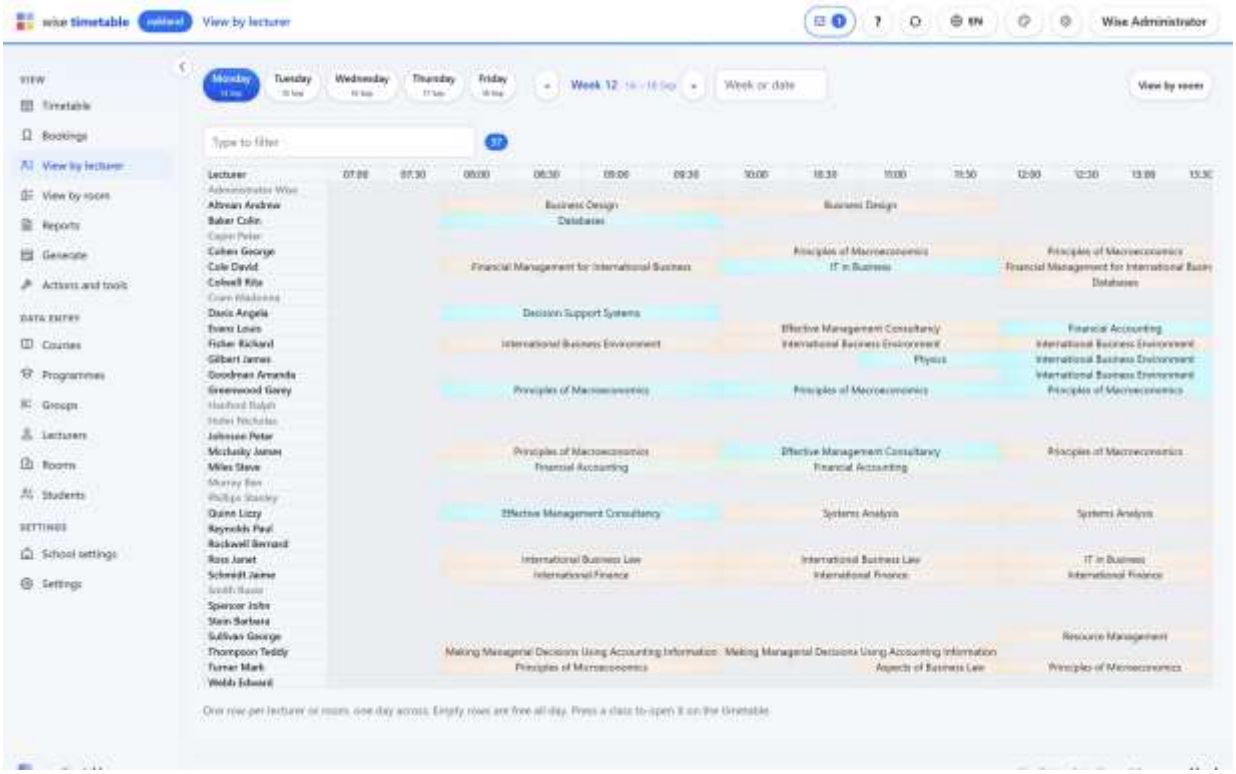
11. The whole school at a glance, and on paper

11.1 The two day views

View by lecturer and **View by room** in the rail are one screen with a different left column: one row per person or per room, one column per line of the school's own hour ladder, **one day at a time**.



The whole school on one day, one row per room. Empty rows are free all day.



The same day by lecturer. A name in grey teaches nothing that day.

Above the table: a strip of day buttons, each with its date, the day you are on inert; the week arrows and the week's date span; and the same week-or-date box as everywhere else — typing a date here moves the day as well as the week. A button beside them swaps the axis, and names the other one.

Every entity is drawn, including the free ones. That is the point of the screen: an empty row is a room nobody is using at eleven, and the question this screen answers is usually “what is free”. The footer says so: *One row per lecturer or room, one day across. Empty rows are free all day. Press a class to open it on the timetable.*

A filter box narrows the rows as you type, folding accents, with a live count; it is the only control here that needs a script.

The heading row and the name column stay put while you scroll, so a school with two hundred rooms is still readable at row 150. Where two things run on one line the second is shown as **+1**.

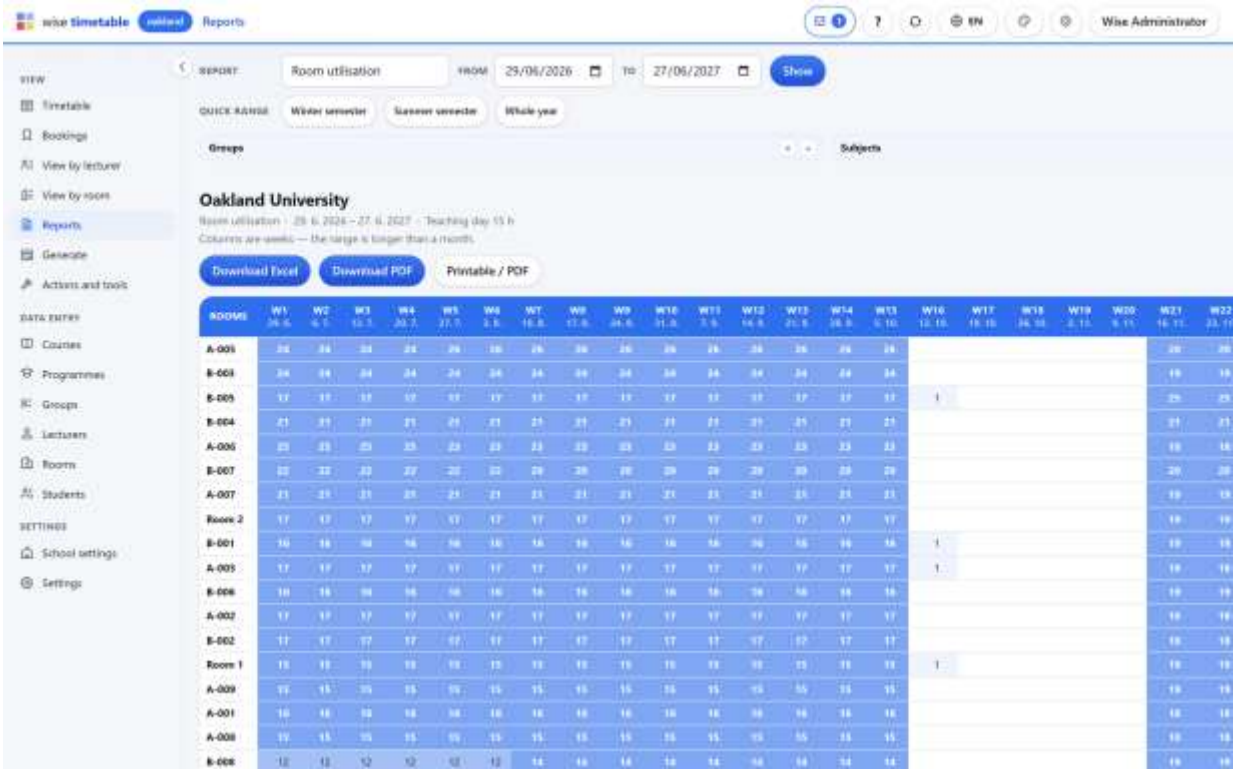
Nothing here is edited. Pressing a class opens it on the timetable, with its details already open; pressing the row’s name opens that entity’s week.

If the week has no row in the school’s calendar: *This week has no dates in the school’s calendar.*

11.2 Reports

Reports in the rail. Nine kinds, chosen in one list:

By subject · By date · Room utilisation · Consolidated view · Evidence of academic work · Evidence by month · Lecturers by programme · Exams · Work performed



Room utilisation, one column per week. Every report can be taken as Excel, as PDF, or printed.

They are the same reports the public web application offers, carried here so that a planner does not have to sign in twice — and they are carried rather than linked because the two applications keep separate sessions, so a link would have landed you on them as an anonymous visitor with six of the nine missing.

The controls are: the kind; **From** and **To** dates, clamped to the school year; a quick-range row offering **Winter semester**, **Summer semester** and **Whole year**; and four panels for choosing groups, subjects,

lecturers and rooms. With nothing chosen: *Choose groups, subjects, lecturers or rooms above to build a report.*

Three of the nine — the two evidence reports and lecturers by programme — also offer a **Sheet heading** fold: three title lines and a label-and-value pair, for the form your institution has to hand in.

Under a finished report: **Download Excel**, **Download PDF**, a **Printable** view that opens in its own tab, and a calendar pair — download the .ics or subscribe to it, so a report can also be a feed that keeps itself current.

YOUR FACULTY DECIDES what you are offered here. *Work performed* appears only where the school defines one, and *Lecturers by programme* is drawn but not offered to an account that is not on the school’s administrator list.

Timetable grid prints the classic week timetable as a PDF — the desktop program's "Save PDF as grid": days across, your own bell lines down, every lesson in a box with its subject, type and time, room, lecturers and groups. Choose one or more groups, lecturers, rooms or subjects in the panels and a date range; each one gets its own A4 page for every week, and weeks with nothing in them are left out. This week sets the range to the current week.

Under Weeks, All weeks merged on one page folds a whole term onto one sheet, each lesson showing the weeks it runs in. Merge identical lessons shows a lecture entered once per group as a single box naming all the groups. Only the hours with lessons trims the empty morning and evening; Portrait turns the page. The sheet carries your faculty's letterhead, prints well in black and white, and the screen tells you how many pages the PDF will have before you download it.

11.3 Analysis — conflicts, gaps and what is not fully placed

Analysis, under Reports in the rail, checks a timetable before it is published. It never changes or refuses anything: overlap is often deliberate, so it only shows it.

Conflicts lists every room, lecturer and group that is in two places at the same time, for one week or a range of up to 26 weeks. Type the first and last week (numbers or dates), or use the arrows to move the whole range. The buttons above the list show how many clashes there are of each kind — Room, Lecturer, Group, and those involving a booking; press one to see only those. Include bookings and Include electives widen the check; electives are left out by default, as in the desktop program. Each row shows when the clash happens, what is double-booked and the two things that collide; press either to open it on the timetable with that lesson selected.

Gaps shows, for one week, the empty hours between each group's and each lecturer's first and last class of the day, worst first, with the time lost.

Not fully placed lists groups whose teaching still has no class anywhere in the year; Place opens the timetable's not-placed list for that group. A second button lists groups with no teaching assigned at all.

12. Generating a timetable

Generate in the rail. Two things live here: **which programmes the generator is asked to schedule**, and — where your server is set up for it — **the run itself**.

12.1 The set

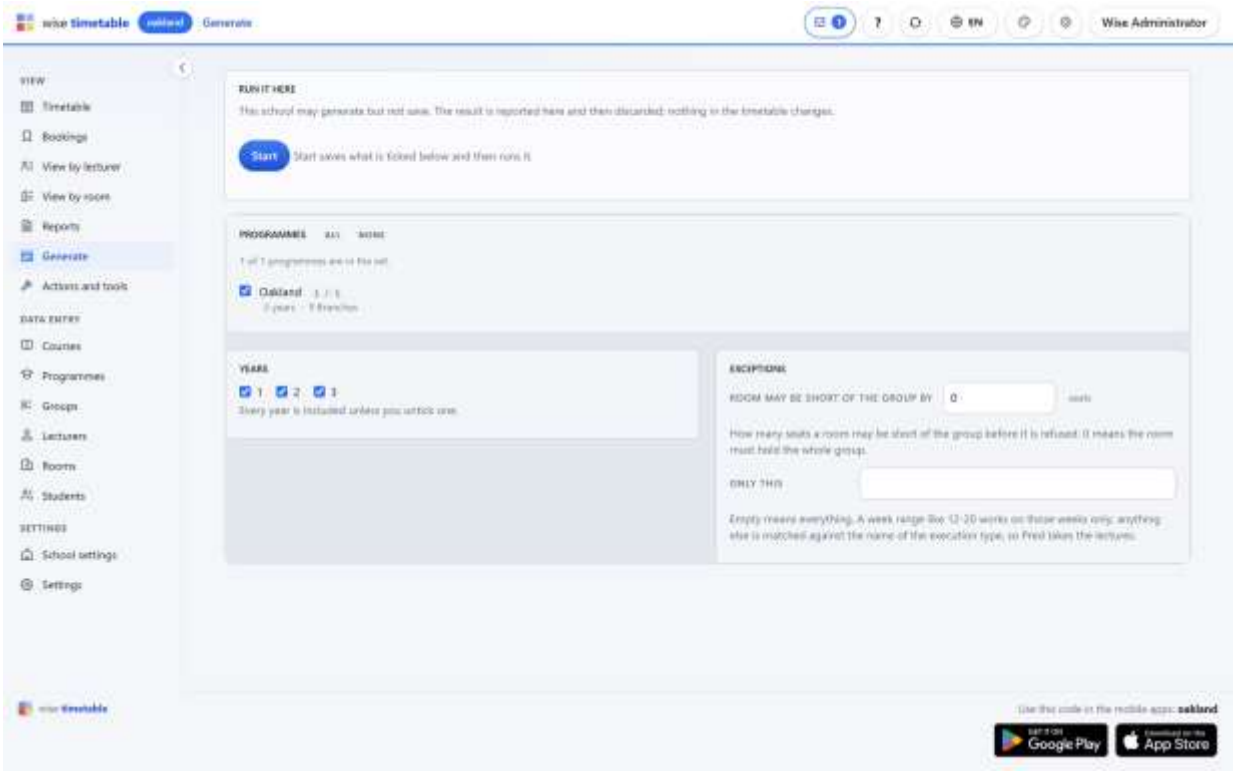
A tick per programme, with **All** and **None** beside the heading, and a count underneath: *34 of 34 programmes are in the set.* Where a school has more than one year, a second block of ticks chooses the years.

Everything is ticked when a school has never touched the set, because that is also what the engine does with an empty list — the display and the meaning agree.

THE TICK IS NOT A PRIVATE SETTING. It is a property of the programme itself, and it travels: a colleague with the timetable document open on their own computer sees the programme arrive already ticked in their Generate window. This is the thing most often misunderstood on this screen.

12.2 Before you press Start

1. Tick the **programmes** — all of them is the normal case.
2. Untick any **year** that should be left alone — all years is the normal case.



The generator. What is ticked is what will be generated; the exceptions below decide what it is allowed to do.

3. Set the **exceptions**, if this run needs them.
4. Decide the **overwrite** — see §12.4.
5. Make sure no planner has the document open. The screen says so when one does, and draws no Start button at all.
6. Press **Start**.

THERE IS NO SAVE BUTTON, BECAUSE START IS ALSO THE SAVE. *Start saves what is ticked below and then runs it.* It writes the ticks through first, then reads the set back from the database and runs *that* — not what is on your form. So a tick a colleague made a second ago is in the run, and if any of those

writes fails the run does not start at all: half a set is not a set, and running it would place the wrong programmes and look like the engine's fault.

If you untick everything you are told to tick something and save it before the run has anything to work on — because an empty list means *all of them* to the engine, which is right for a caller that says nothing and wrong for a person who has just cleared the boxes.

12.3 The exceptions

Room may be short of the group by … seats	0 means the room must hold the whole group. Raising it lets more rooms qualify, so more lessons get placed — in rooms that are too small. Lowering it makes a tight timetable tighter and leaves more unplaced.
Only this	*Empty means everything. A week range like 12-20 works on those weeks only; anything else is matched against the name of the execution type, so Pred takes the lectures.*

That second field really does have two meanings in one box. It is the engine's own behaviour, and splitting it into two controls here would be a second opinion about a string the engine already reads one way.

Both start empty every time the screen is drawn. They belong to the run, not to the school.

12.4 What a run does to work already on the grid

This is the question to be sure about before pressing anything.

The overwrite tick — Save the result over the current timetable:

- **off** → the run happens, the result is reported, **nothing in the timetable changes**. That is the honest shape of "try it and see".
- **on** → the generated timetable is written **over** the current one.

Some schools may generate but not save at all, and the screen says so: *This school may generate but not save. The result is reported here and then discarded.*

Unticking a programme protects its lessons; it does not delete them. Lessons belonging to courses the run does not generate are held aside and put back unchanged — one watched run reported 455 of them.

Stop is a request, not a kill: *Asked to stop. It ends at the next safe point and keeps what it has placed.*

12.5 Watching a run, and reading the result

While it runs, the screen names the phase — starting, reading the school, generating, writing the timetable back, stopping — draws a progress bar fed by the engine itself, and shows *week 14 of 52 · 612 lessons placed · 9 s* and who started it. It refreshes itself every five seconds; you do not have to.

Afterwards the screen keeps the last result until the next run starts:

Last run: Finished · 988 lessons placed · 0 left unplaced · 21 s

TWO DIFFERENT “UNPLACED” NUMBERS, AND THEY CAN DISAGREE FOREVER. *left unplaced* is what the **optimiser** gave up on. The count under the programmes is read out of the **saved** timetable. If your school may generate but not save, the second one cannot move however well the run went.

A failure looks the same, with the engine’s own sentence where the result would be. The engine’s note is in English even where the rest of the screen is not — it is the only place that says *which* courses were open elsewhere, and a translated diagnostic is one nobody can search for.

Improve the timetable, under the generator, tidies one week without rebuilding the year — the desktop program's Optimisation menu. Choose a command: optimise the students' breaks, the lecturers' breaks, both, balance the lecturers' long breaks, or shuffle. Choose the week (normally the one open in the timetable) and press Run. Locked lessons (§6.6) never move.

Without Save the result the run is only a preview: nothing changes, and the card shows the number of breaks before and after. If you like the result, tick Save the result and run it again. A saved result cannot be undone here, so always look at the preview first. Save the result appears only where your school allows saving from the web.

12.6 From the current week on, Improve and Move with the solver

The Generate page has the tick From the current week on, with a Start week. It is one setting of the timetable, the same as in the desktop program. ON: the run builds the timetable from the start week to the end of the year, and every lesson before that week stays exactly as it is. OFF: the run builds every week. Before the school year has started there is nothing to protect, so the run starts at week 1 and says so.

Only a settings administrator changes the school’s switch, in Settings › Gap solver. For anybody else the tick applies to that one run and is not saved.

Improve the current timetable with the solver, the card under the generator, gives the gap solver the open week and a number of minutes. It moves a lesson only where that closes holes. The result lists every change with the numbers before and after, and nothing changes until you press Keep. With the switch ON, Keep changes those lessons from that week to the end of their period; OFF, it changes that week only, and a lesson that runs in more weeks is split so that its other weeks stay as they are.

Move with the solver …, in a lesson’s drawer on the Schedule, does the same for one lesson: choose time, time and room, or room, pick where it should go, and the solver finds the smallest set of other moves that makes room for it. The answer shows the price — pupil holes, teacher hole-hours and teacher-days before and after — and any clash the change would leave in another week. Then Keep or Discard.

ALL OR NOTHING. Every answer is applied whole or not at all: if the timetable changed since the preview, nothing is written and the page says so. Locked lessons are never moved. Keep is one undo step; a change of more than 2000 lessons cannot be undone from the web, and the page says so before you keep it. What is kept here reaches the desktop program by itself.

The desktop program has the same three tools. The guide Generating a timetable, Part 7, describes them in detail.

13. Actions and tools

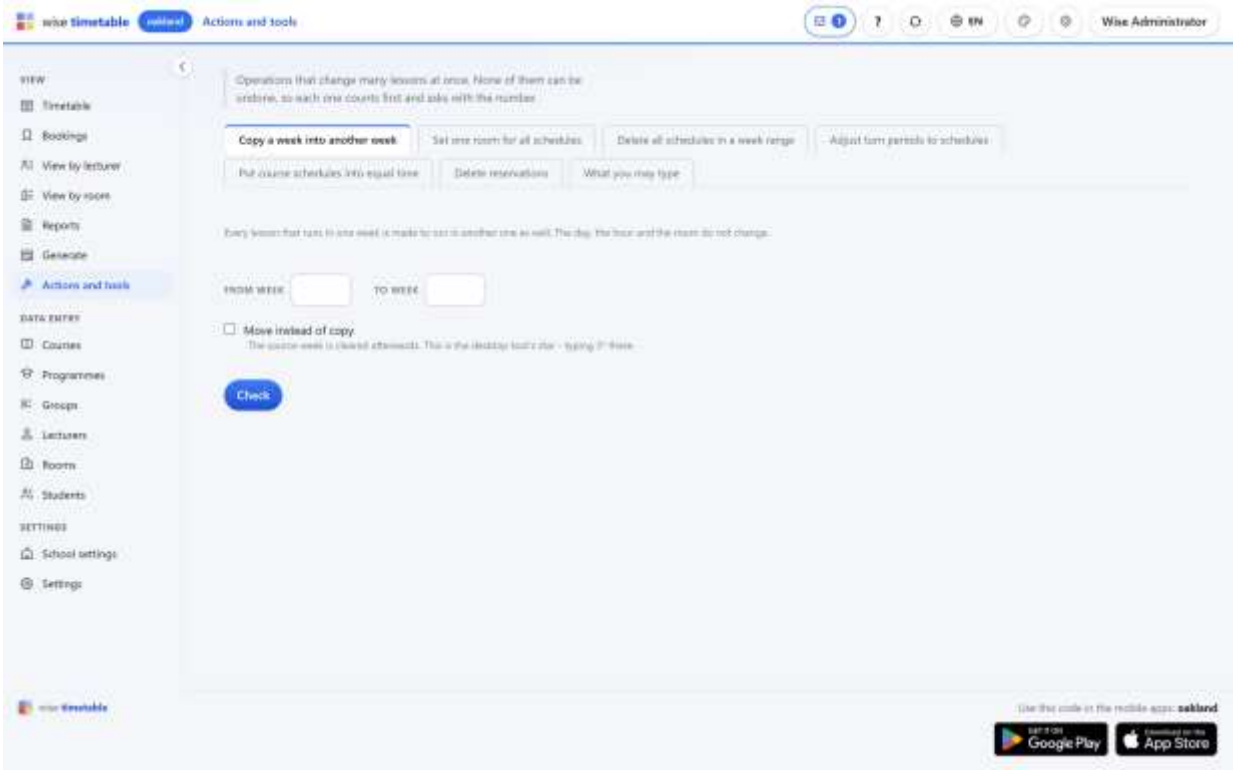
Actions and tools in the rail. Six operations that touch the whole timetable at once, and one reference tab.

NONE OF THEM CAN BE UNDONE. All six work the same way: you press **Check**, the screen tells you **how many lessons or bookings are affected** and asks, and only then does anything change. The button says Check and not Copy because a button that said Copy and then asked would be a button that lied once per use. The screen's own line: *Operations that change many lessons at once. None of them can be undone, so each one counts first and asks with the number.*

Nothing in range is an answer rather than a failure: *No class runs in week 14. Nothing was changed.*

13.1 Copy a week into another week

Every lesson that runs in one week is made to run in another one as well. The day, the hour and the room do not change.



Actions and tools. Six operations that change many lessons at once - each one counts first and asks with the number.

From week 1–52

To week 1–52

Move instead of copy the source week is **cleared** afterwards

Then: **{n} class(es) are affected. This cannot be undone. Continue?** — with a second line saying which of the two things is about to happen, and, when the numbers differ, how many would actually be added because the rest already run there. The report afterwards gives three numbers: how many were in range, how many were added, how many were cleared.

Move clears the source week, and nothing brings it back. Running the tool in the other direction is not an undo.

13.2 Set one room for all schedules

Every lesson that runs in the chosen weeks moves into one room. The day, the hour and everything else stay as they are.

Choose the room from a list — it cannot be mistyped — and the week range.

A LESSON THAT ALSO RUNS OUTSIDE THOSE WEEKS IS CUT IN TWO, so the weeks you did not ask about keep the room they have. That creates new rows, and it is the part nobody can undo — which is why the number of new rows is in the question as well as in the report, rather than being discovered afterwards by somebody counting.

13.3 Delete all schedules in a week range

The bluntest thing on this screen. A week range, a **filter aid** (leave it empty for everything), and a tick to **adjust the turn periods afterwards**.

The question separates three different fates, because they are not the same thing: how many lessons would be **deleted outright**, how many merely **shortened** — a lesson that also runs outside the range keeps the part outside it — and how many **new rows** that shortening creates.

13.4 Adjust turn periods to schedules

Nothing to type. It finds the turns whose stated period no longer matches the lessons actually on the grid and brings the two into line: **{n} of {s} scheduled turn(s) do not match their own classes.**

This is the one to run after a large delete or a large copy, and the tick in §13.3 is the same job offered at the moment it is needed.

13.5 Put course schedules into equal time

Nothing to type either. It finds the courses marked to run at the same time as each other — the + and − marks in the Filter Aid box on a course's constraints (§9.7) — and puts each pair into one time.

The question says how many pairs it found; the report says how many lessons and how many turns moved.

13.6 Delete reservations

The one tool here that touches bookings rather than lessons. Six ways to choose what goes:

- all of them
- of one kind
- where the description contains a word
- where the description does **not** contain a word
- beginning after a week
- beginning before that week

with a tick to **leave the ones that have a description** on top of whichever you choose. The question counts them, breaks the count down kind by kind, and always ends with the same sentence: *Nothing puts a booking back.*

Three more choices: delete the marked bookings, every booking that is not marked, or the extra-room copies of lessons taught in several rooms at once. Make the extra-room bookings books those extra rooms again for every lesson whose turn asks for more than one room — same equipment, similar size, free at that hour — and lists the lessons that could not get all of their rooms. As with every tool here, it counts first and asks.

13.7 What you may type

The seventh tab is not a tool. It is the syntax reference for the boxes on this screen — week ranges, filter aids, and what the marks mean.

13.8 Change the weeks of a programme

Programme weeks moves a whole programme's teaching to other weeks — the desktop's Change program weeks. Choose a programme and type the old weeks and the new weeks, for example 1–16 becomes 2–17. Every turn of that programme that runs exactly the old weeks moves to the new ones, and its plan follows; plan entries outside the new weeks are cut.

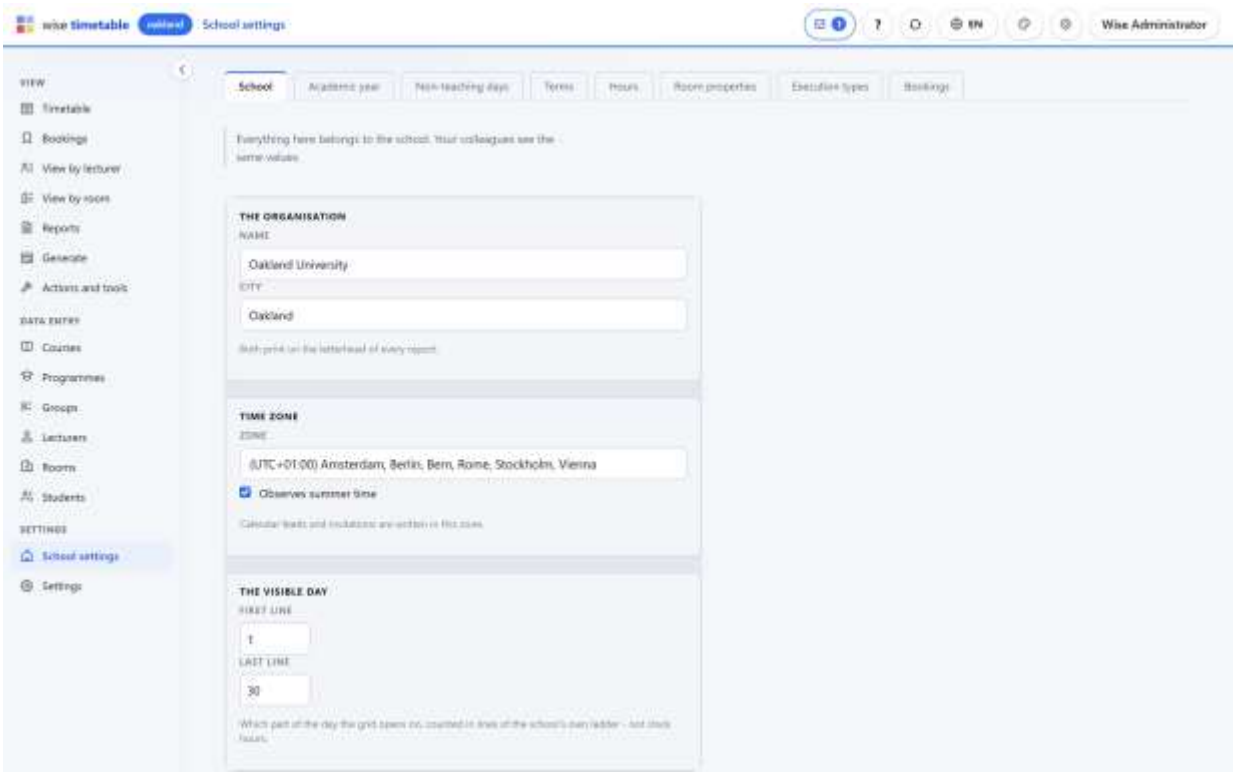
The programme's lessons are moved, shortened or removed by the same rules as in the desktop program. Press Check first and read the numbers — turns, plans, lessons moved, shortened and deleted — before you press Do it.

14. School settings, and your own

Two entries in the rail with nearly the same name and completely different reach.

14.1 School settings — the faculty’s

Nine tabs — School, Academic year, Non-teaching days, Terms, Time labels, Hours, Room properties, Execution types, Bookings. Every one of them opens with the same line: Everything here belongs to the school. Your colleagues see the same values. An account that may read but not change them is told so — Shown, not editable — only a config admin may change these — and the boxes are drawn anyway, disabled, because showing a planner what the faculty has set is useful even where changing it is not theirs to do.



School settings. Everything here belongs to the school, and colleagues see the same values.

School — three cards. *The organisation*: name and city, which print on the letterhead of every report. *Time zone*: the zone and whether it observes summer time — calendar feeds and invitations are written in it. *The visible day*: the first and last line the grid opens on, **counted in lines of the school's own ladder, not in clock hours**.

Academic year — first a read-out of what is set: the year, the two semesters, which day a week starts on, how many weeks the calendar holds. Then, behind its own warning, the rebuild.

THE ACADEMIC-YEAR REBUILD IS THE ONE OPERATION HERE THAT CANNOT BE TAKEN BACK. *This changes the dates every week number stands for. No lesson moves to a different week — but every lesson, booking and calendar feed falls on a different date.* Every letter already sent about "week 12" then refers to a different set of dates.

You are not asked to trust that. **Show me what this would do** writes nothing: it draws a plan — which day week 1 would begin, how many weeks would be written, how many actually move (*None — the dates stay exactly as they are*, where that is the answer) and how many lessons carry those dates — and only then offers **Rebuild the year** beside **Leave it as it is**. Read the plan.

Non-teaching days — a list of day-and-month rows, each with **Remove**, and two boxes and an **Add**. Whole days only.

Removing a non-teaching day does not remove classes already placed on it. That is a separate job: the week-range tool in §13.3.

Terms — twenty rows, always all twenty, each with a number, a name and a week range. Twenty rather than sixteen because the timetable data holds twenty, and a screen showing sixteen would hide four that exist.

A term is whatever slice of the year your school needs to name: *A period can be a semester, a quarter or an exam period.* The names are yours — *Michaelmas Term*, *Zimski semester*, *1. kvartal*, *Poletno izpitno obdobje*.

Two buttons on one form: **Save**, and **Copy from the two semesters**, which puts the year's two semesters into the first two periods as week numbers, looked up in your school's own calendar, and saves at the same time. Where there is no calendar yet it says so rather than guessing: *This school has no calendar yet, so a week number means nothing here. Build the year on the Academic year tab first.*

Bookings — one switch: *A booking made from the web needs approving*, with the number already waiting beside it, and the note that those would appear the moment you switch it on. This is the switch behind §8.2.

Mail and Letters moved to the other Settings screen (§14.2) and are described here because they are the school's, not yours. Mail is where the school's own letters come from. The first line says what is true today: letters leaving as the school, from its own server; or from the Wise Timetable mailbox with replies coming to you; or nothing being sent at all, with the reason. If a send has failed, the server's own last error is there.

Four cards under it: **where replies go**; **sending as this school** — sender address and name, server, port, security (SSL, usually port 465 · STARTTLS, usually 587 · none, internal relay only), user name and password, with a separate **remove the stored password**; **reading replies** — the IMAP side, *filled in for later, nothing reads this mailbox yet*; and, on a form of its own, **send a test letter** to an address you type. Send one. It is the only way to find out before a hundred lecturers do.

On the Execution types tab, Remove the unused types takes away, in one press, every type that no execution and no booking uses — the desktop program's "delete non-active". It says how many before you press it, and a type that is still in use is never removed.

On Execution types, Merge into… on a row folds one type into another — for example "Predavanje 2" into "Predavanje 1". Each course keeps one execution of the target type; its turns and lessons come along unchanged, the bookings move, and the old type is deleted. It counts first.

Blocked years, on the School tab, lets a configuration administrator block whole years of study so that nobody can move, change or delete their lessons. Tick a year under Every programme to block it everywhere, or in one programme only. Anyone who tries to change a blocked lesson is told which programme and year is blocked and who can unblock it. A lesson shared with another year is locked too, as in the desktop program. The desktop program follows the same list, and neither the generator nor Improve the timetable moves those lessons.

14.2 Settings — yours, in this browser

Settings opens with your own preferences — Yours and Appearance, which live in this browser and change nothing for anybody else. The school's own settings follow, grouped by the job you are doing rather than by where they are stored: On the web (what students and visitors see), Lecturers and sign-in, Rooms, Bookings, Generate, School view, Modules and Letters.

Each tab shows the settings most schools decide, in cards, one card per subject. Settings that hardly any school changes sit in a closed Rarely changed fold at the bottom of each card; click it to open it. Which settings are folded was decided from what schools actually change, not guessed. Every setting says in plain words what it does, with a one-line explanation underneath.

A small changed mark means your school differs from the standard setting, and Back to default next to it returns that one setting to the standard with a single click. Change as many settings as you like on a tab, then press Save once at the bottom.

Use Find a setting at the top to search all tabs at once, including the rarely changed ones — for example Saturday, logo or approval. The current tab then shows only the matching settings, and links take you to matches on other tabs.

Settings › Letters also holds the weekly timetable letter your lecturers receive: for each letter the day, the hour, which week it covers and whether the PDF is attached, and the covering text — one general text, plus one per language if you wish. Send a test letter asks the mailing server to send one real letter on its next hourly pass.

Settings › School view › In the desktop timetable application holds the school-wide switches that change how the desktop program draws the timetable, for schools that also use it.

Only the school's configuration administrators can change the school's settings; everyone else is told whom to ask. Yours and Appearance are always yours.

Some rules used to be kept separately on each planner's computer: generator rules (break length, free lines, how many lessons of a course per day), which clashes the conflict check reports, holidays, and how courses are entered. They can now be set for the whole school: on the Generate tab (Generator rules, Holidays, Conflicts), on School view (Entering courses) and, for course colours, under On the web. Each rule starts at Each computer decides, so nothing changes until you choose. Once you choose On or Off, or type a number, every computer with the desktop program follows it the next time the timetable is opened from the database or published, and so does generation started from the web. Back to default returns the rule to each computer's own setting.

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This guide is in English and describes the whole application. Your faculty chooses which parts are switched on, so a screen may be missing or named differently where you work.