

an international Task Force for development of International Guidelines for Postgraduate Specialist Training. Reports of this Task Force were published in September 2001. These Guidelines has been structured in 9 areas and 37 sub-areas. The areas of these guidelines are mission & outcomes, training process, assessment of trainees, trainees, staffing, training setting and educational resources, evaluation of training programme, governance and administration, and quality review and continuous improvement. In each area, there are one or more sub-areas in which the quality postgraduate training is defined in two level of basic and quality improvement standards.

Comparison of Graduate Medical Education system in Iran regarding related Rules and Bylaws specially Policies & Procedures and educational standards of new evaluation and accreditation of GME with WFME International Guidelines: Quality improvement in Postgraduate Medical Education can highlight the strengths and weaknesses of this system. In this article, first we describe each standard of WFME Guidelines, and then compare our system with it. The results of this comparison reveal that our GME system has appropriate to full compliance with 34 Of 37 basic standards of WFME for Postgraduate Specialist Training.

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Review of the viewpoints of the faculty members of Tehran University of Medical Sciences on the current problems in educational programming at the university

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Introduction. Identifying the operational problems in educational programming from the viewpoints of the faculty members, who actually put them to use, and improving the quality of education through ameliorating the conditions.

Methods. The above study is a descriptive research using questionnaires as the data collection instrument whose validity, reliability and practicality was confirmed by experts as well as statistical tests. Sampling was done through consensus and returns were 49%. Computations were through the SPSS package.

Results. Regarding the educational objectives, 55.4% of the studied units had this opinion that these objectives met neither the students' professional needs, nor the community needs (57.4%). The majority of the returns

considered that the identification of the community needs (73.7%) and the graduates' professional needs (76.3%) was insufficiently limited. However, regarding the objectives of specialized courses, most returns indicated that they do meet the professional needs of the students (52.7%) and correspond to the community needs (50.9%). The relationship between basic science and clinical courses was rated weak (69.9%), and ambiguous (63.8%). The majority of the studied units (79.3%) considered the quality of students' evaluation during study and upon graduation (56%) undesirable.

Conclusion. To ameliorate the above conditions, it is necessary for the faculty members to further participate in educational programming and have a major revision of these programs.

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Student Ratings of Instruction: True or False

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Introduction. Students' evaluation of teaching is a major concern in higher education. In this regard, during the past 30 years hundreds of papers have been published which because of various grounds from valid, reliable to useless, such papers cannot be easily summarized. The present study investigated for two purposes, first was to out line opinions of two groups of advocates and opposites about validity and reliability of SET. The second purpose was to represent conceptual fallacies at SET process.

Methods. This study was a library research of original and review papers over SET. In this regard from one thousand papers, two hundreds were chosen randomly, then the information were collected and analyzed comparatively.

Results. Findings showed that SET advocates believed that students have a metacognition, so they have a valid judgment through SET but opposites stated that student's judgments are subjective, so they are not valid. The first group (advocates) say that SET is reliable because of correlation between SET of current students and alumni, more over similarity of SET results of one teacher through years, that research has indicated. On the other hand advocates say that SET reliability is affected by educational contexts, student characteristics, teacher characteristics and course characteristics. Conceptual fallacies at SET are : (a) that students are the only reliable information source (b) the existence of a unique and immutable metric term: "teaching effectiveness", and (c) opinion is a fact.