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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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 outline 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.