

models (i.e. Kerr, 1996; Australia ICOMOS, 1999; Teutónico and Palumbo, 2002; Medina-González, 2009) and compare them. Subsequently, using the COM system, they actively construct a planning process methodology, adapted to and suitable for Mexico. This model is later put to the test; students select a case study in order to develop a conservation plan.

- Principle 3. Sharing conservation decisions is internalized when conservators appreciate the resulting benefits.

Method: As explained before, the teaching-learning process includes a practical unit, in which students develop a conservation plan for a particular case study in Mexico. During this process, students are asked to get involved with other professionals and agents in order to share information and develop communication and negotiation skills. The latter are further developed by sessions that simulate negotiations between different social and political agents. Through the articulation of this complex didactic matrix, the students learn how the decision-making process operates, the different mechanisms involved and the issues that heritage professionals face during the planning or implementation of actions in real situations. It also serves to teach the risks and the consequences of “decision anomalies”, i.e. actions based on intuition rather than on careful reasoning (Bonini, 2007, p.34).

- Principle 4: Conservation improves when heritage professionals are able to make shared decisions in day-to-day praxis.

Method: The course’s final product is a conservation plan that serves academic purposes, but which can also be used in real life situations. The BA programme has already used a conservation plan developed under this rationale by the students of the Seminar-Workshop on Archaeological Conservation for a field training campaign at the archaeological site of Alta Vista, Zacatecas, which took place in November 2009 (Medina-González, 2009). During the practice, the students were in charge, under supervision, of some administrative duties, technical logistics, and negotiations with fellow professionals. As a result of this involvement, they were motivated not only to write a draft of the final report (Medina-González *et al.*, 2009) but also to present conferences and publish articles with their teachers (Medina-González & Flores, 2009, in press; Sanroman *et al.*, 2011). Through this dissemination strategy, conservation practice acquired further relevance by sharing the values of the site, its conservation and the experience gained during the project, with colleagues and members of the general public.

Over the last few years, the courses’ curricula have undergone some changes aimed at improving their quality and their relevance to conservation training. For instance, recent training for BA Restorers emphasizes management issues, areas of knowledge that were not traditionally incorporated into their formal education. In comparison, the MA in Building Conservation – a programme usually taken by