At the University of New England our current initiative uses a proven quality mechanism for curriculum mapping to lead to the integration of attributes into teaching and learning. A five year implementation plan to address all courses concentrates on positive motivators and minimises negative attitudes. Strategies for overcoming the negative aspects have been developed but there are further issues of change management and staff development that need to be addressed.

**Key questions**
1. How can we be confident that curriculum mapping of Graduate Attributes will translate into action?
2. How can we address the challenges of teaching Graduate Attributes to external students?
3. How can the academic focus be moved from administrivia to student learning outcomes?