Initially an almost exclusive concern of the academics, quality progressively became a matter of public concern in the 1980s and 1990s, with the two main objectives of quality assessment being quality improvement and accountability. The balance between these two objectives lies more on the side of improvement whenever academics have a strong voice, and more on the side of accountability when the will of the government predominates. Quality systems, albeit in a number of different forms (quality assurance, accreditation, licensing, and so on), are today an intrusive reality of every national higher system and will remain an important regulation and steering tool for many governments. It is possible to detect that trust in institutions has not been restored, as there is an apparent movement from quality assessment as a tool for improvement to accreditation as a tool for customer protection and accountability. At the same time a number of new developments are visible, which use different approaches to quality with diverse consequences both for agencies and institutions. In this chapter we intend to analyse these recent developments.