



EduQual Certificate in Implant Dentistry *and* EduQual Diploma in Implant Dentistry (SCQF Level 11)

QUALIFICATION SUMMARY

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1 Introduction and Summary

The EduQual Certificate and EduQual Diploma in Implant Dentistry (SCQF Level 11) are Qualifications equivalent to a Regulated Qualifications Framework (RQF) Qualification at Level 8. They offer Learners the knowledge and skills needed to develop an understanding of the models, tools and techniques used in the technical field of implant dentistry. The Qualifications have been mapped with particular reference to the QAA Subject Benchmark Dentistry (2002), and Learners will be able to develop the competencies they need to enter work in this discipline.

Learners completing the EduQual Certificate and EduQual Diploma in Implant Dentistry (SCQF Level 11) may be able to progress onto a university honours degree in implant dentistry.

The Qualification has been produced to conform to the requirements of the RQF and the relevant Quality Assurance Agency (QAA) subject benchmark statements.¹

2 Aims

The aims of these Qualifications will enable Learners to:

- Build a coherent and sound foundation in implant dentistry, at a level equivalent to a Higher National EduQual Diploma, enabling graduates to develop career options internationally within the implant dentistry discipline
- Pursue a specialist interest in implant dentistry and relate this expertise to professional requirements and codes of conduct in line with the National Occupational Standards (NOS) and Quality Assurance Agency (QAA) subject benchmark statements
- Develop a wide range of intellectual and analytical abilities relevant to implant dentistry, including those of critical thinking and analytical decision making
- Develop and practice the transferable skills necessary for continual personal development and to respond positively to change during their career in implant dentistry
- Discuss terminology, concepts, principles and techniques as utilised in implant dentistry
- Explain the importance of the social, political, ethical, technological, environmental and global contexts in which implant dentistry organisations operate and to support small- and medium-sized business enterprise (SME) decision making
- Develop the attitudes, skills and abilities necessary to work in an international implant dentistry context and an awareness and appreciation of different cultural values
- Prepare for further studies at Honours or Master's degree level

¹ <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements>

3 Teaching, Learning and Assessment

Teaching and learning will be undertaken using a range of face-to-face learning, whether online or through tutor directed study, lectures, seminars and tutorials. Learners will be encouraged to develop their skills in self-directed learning, which will take place outside the formal classroom environment. Formative assessments will arise through projects, case studies, research and testing wherever appropriate.

Summative assessment will be through responses to assignments enabling Learners to demonstrate their understanding of the subjects they have studied.

4 Entry Requirements

Entry to these Qualifications require the practitioner to have existing experience of carrying out general dentistry. In particular, the practitioner should have:

- The knowledge to be able to screen for medical conditions that have total and partial contraindications for surgical dentistry
- Comprehensive knowledge of the anatomy of the head and neck, and their associated vital structures
- The ability to extract teeth safely and confidently, and deal with straightforward complications such as root fractures
- Sound pharmacological knowledge regarding the implications of medications and agents used in general medicine, and their implications for patients undergoing surgical dentistry, and also have detailed knowledge of medications and agents likely to be encountered, and required to be administered, during dental surgical procedures

The practitioner must be a registered general dental practitioner with the regulator in their country of origin. Examples include:

- UK: [General Dental Council](#)
- Europe: [Federation of European Dental Competent Authorities and Regulator](#)
- [Health Professions Council of South Africa](#)
- [The Dental Council of Trinidad and Tobago](#)
- [Dental Board of Australia](#)

The GDC have stated that the FGDP(UK) publication '*Training Standards in Implant Dentistry for General Dental Practitioners*' is to be considered as the authoritative guide to the level of training required before a practitioner can carry out implant treatment in practice.

This GDC policy does differentiate between existing implant practitioners and those wishing to start their training. Existing practitioners need to ensure that they are competent in the field and carefully examine the previous training received.

Implant dentistry is not a discipline that can be carried out by 'general dentists', unless they have undertaken a specific postgraduate course that leads to a relevant postgraduate Qualification such as a PG EduQual Certificate or EduQual Diploma in Implant Dentistry, or an MSc in Implant Dentistry.

5 Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a Learner can demonstrate that they can meet the assessment requirements for a Unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

EduQual encourages Centres to recognise Learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. See [here](#) for EduQual's RPL policy.

6 Progression

Holders of the EduQual Diploma in Implant Dentistry (SCQF Level 11) may be considered (by UK Higher Education Institutions e.g. universities) for progression, with advanced standing (academic credit), onto Masters / MBA degree programmes in Implant Dentistry.

7 Curriculum

The EduQual Certificate and EduQual Diploma in Implant Dentistry (SCQF Level 11) are SCQF Level 11 (RQF equivalent Level 8) Qualifications consisting of 4 and 8 Units respectively, all of which are compulsory as shown:

EduQual Certificate in Implant Dentistry (SCQF Level 11) Compulsory Units		
Unit Title	SCQF Level	Credits
Unit 1: Science and Principles of Implant Dentistry	11	15
Unit 2: Effective Treatment Planning for Implant Surgery	11	15
Unit 3: Osseointegration and Implant Restoration	11	20
Unit 4: Surgical Knowledge and its Application for Effective Implant Placements	11	10
Total Credits		60

EduQual Diploma in Implant Dentistry (SCQF Level 11) Compulsory Units		
Unit Title	SCQF Level	Credits
Unit 1: Science and Principles of Implant Dentistry	11	15
Unit 2: Effective Treatment Planning for Implant Surgery	11	15
Unit 3: Osseointegration and Implant Restoration	11	20
Unit 4: Surgical Knowledge and its Application for Effective Implant Placements	11	10
Unit 5: Clinical Management in Implant Dentistry	11	20
Unit 6: Complex Case Management in Dental Implant Procedures	11	20
Unit 7: Principles and Techniques of Implant Prosthodontics	11	15
Unit 8: Restoration and Maintenance of Dental Implants	11	5
Total Credits		120

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8 Occupational competence

EduQual's tutors and assessors for the EduQual Certificate and EduQual Diploma in Implant Dentistry must be able to demonstrate occupational competence, with sufficient knowledge and understanding of the field of implant dentistry to be able to make sound, valid and quantifiable judgements about the knowledge, skills and understanding that Learners are seeking to demonstrate.

Additionally, Centres will need to appoint or nominate an internal quality assurer to carry out quality assurance of Learners' evidence. Centres need to ensure that they have processes, procedures and resources in place to ensure the integrity and quality of Learner's evidence.

Assessors and internal quality assurers should be qualified as a registered general dental practitioner with the regulator in their country of origin, and are expected to hold a suitable teaching Qualification. They must be approved in their role by EduQual as part of the approval / annual re-approval process.

The roles of assessor and internal quality assurer are separate functions. Assigned assessors and internal quality assurers MUST NOT be the same person to undertake the assessment and internal quality assurance of an individual Learner's evidence.

9 National Occupational Standards (NOS)

Where relevant, all EduQual Qualifications are designed to provide some of the underpinning knowledge and understanding for National Occupational Standards (NOS) which are defined as 'statements of the standards of performance individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding.'

NOS for the dental sector can be found at <https://www.ukstandards.org.uk/>.

The Specification for these Qualifications also provides details on links to the General Dental Council – Focus on Standards, and the Faculty of General Dental practice (FGDP) Standards for Implant Dentistry 2016.

10 QAA Benchmark Statements

Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject. They also represent general expectations about the standards for the award of Qualifications at a given level and articulate the attributes and capabilities that those possessing such Qualifications should be able to demonstrate.

The EduQual Certificate and EduQual Diploma in Implant Dentistry (SCQF Level 11) are equivalent to Level 7 Qualifications on the Regulated Qualifications Framework (RQF). The Qualifications have been mapped with particular reference to the QAA Subject Benchmark Dentistry (2002).

11 Learning/teaching methods and strategies

The Learning Outcomes will be achieved by the use of the following learning and teaching methods and strategies:	
•	A variety of teaching and learning strategies, including lecture, seminar, case study and video.
•	Team teaching on specific modules to foster integration between various aspects of implant dentistry.
•	Independent and group activities (class and non-class based) through which good practice can be shared and exchanged.
•	Live and simulated case studies.
•	Speakers and subject specialists.
•	Personal and professional self-reflection, including feedback from colleagues and superiors.
•	The creation of a learning environment that fosters debate and constructive argument.
•	Units which encourage Learners to assess theory and leading-edge practice, with a view to creating new concepts and practices for the future.
•	Practical projects which foster originality of thought and enterprise.
•	Learner Management Systems (online platforms for delivering, tracking, and managing educational courses or training programmes)

12 Assessment methods and strategies

The following assessment strategies will be adopted to achieve the Learning Outcomes:
Assessments in the form of management reports with a strong practical and professional orientation to the workplace may include:
• Case studies which examine key strategic issues within implant dentistry • Group presentations which present arguments in a coherent and insightful manner • Project work carried out and reported upon based on work experience
Formative assessment may include:
• Peer review of work between individuals and groups • Material presented in class – either individually or as a group – where clarity of argument and evidence is supported with appropriate references • Feedback in class situations on topics of current interest • Evidence of breadth of research, including internet sources, where appropriate to the curriculum topics covered
Summative assessment may be by assignment which may include work such as:
• Observation of performance in the work environment • Examining products of work, such as: ○ Individual or group presentations which coherently and concisely present analysis of implant dentistry issues ○ Examination (seen or unseen) ○ Coursework assignments (including problem solving activities, simulations, consultancy projects, individual and group reports, as well as more conventional written forms such as essays and other discursive assignments) • Questioning the Learner • Reflective forms of assessment (e.g. portfolios, Learner logs, and peer engagement).