

Title	Demonstrate knowledge of glues and gluing styles for fibreboard packaging		
Level	3	Credits	10

Purpose	People credited with this unit standard are able to demonstrate knowledge of: glues used in the workplace; and gluing styles and their specific requirements for production running.
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Classification	Fibreboard Packaging > Fibreboard Packaging Production
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Available grade	Achieved
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Explanatory notes

Definitions

Job documentation refers to the documentation that is used in the workplace that contains the instructions and requirements for a particular production job. This may include but is not limited to workplace orders, production orders, workplace specifications, samples, lay cards.

Job requirements refer to specific requirements for the job at hand. These requirements may or may not be covered in the job documentation and may include special instructions, quality requirements expected by the customer, and/or production standards as set down by the workplace.

Workplace practices refer to the documented procedures for the machine and/or workplace.

Outcomes and evidence requirements

Outcome 1

Demonstrate knowledge of glues used in the workplace.

Range hot melt glues, cold glues EVA (Ethylene-vinyl acetate), PVA (polyvinyl acetate).

Evidence requirements

- 1.1 Glue formulations used in the workplace are identified and the characteristics of at least one formulation for hot melt glue and one formulation for cold glue are described in terms of manufacturers' recommended open time and operating temperature range.

- 1.2 Faults arising from hot melt glue operating temperatures outside the manufacturers' recommended ranges are described.
- Range too high a temperature produces – glue charring, glue scorch, reduced adhesion, increased fluidity, excessive application; too low a temperature produces – reduced penetration of substrates, poor bonding, decreased fluidity, inadequate application, poor cut off.
- 1.3 The advantages and disadvantages of hot melt glue formulations and cold glue formulations are described in terms of workplace practices for job and machine requirements.
- 1.4 The advantages and disadvantages of EVA formulations against PVA formulations are described in terms of job requirements.
- 1.5 Factors to be considered when using glues to meet the job requirements and the production process being undertaken are described.
- Range factors include – substrate, flexibility, temperature, working time, life, humidity, economy, viscosity, machine or hand application, strength, acidity, previous printing processes, speed of drying, compatibility to substrate.

Outcome 2

Demonstrate knowledge of gluing styles and their specific requirements for production running.

Range styles may include but are not limited to – full flap skillet, reverse tuck-in top and bottom, aerostyle tuck-in top and bottom, sidewall glued, lock bottom/crash lock, straight line, side wall glued; evidence is required for two styles.

Evidence requirements

- 2.1 Styles are identified from physical samples or diagrams or photographs.
- 2.2 Loading requirements for each style are explained in terms of workplace practices.
- 2.3 Problems that can arise from each style when gluing are described.
- 2.4 Adverse effects of warp are explained for each style.
- 2.5 Adjustments and actions necessary to compensate for the effects of warp on each style are explained in terms of workplace practices.
- 2.6 Prefolding needs of each style, as determined by the presence or absence of warp, and the presence and location of creases are explained.

Replacement information	This unit standard replaced unit standard 23447.
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Planned review date	31 December 2017
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 September 2012	N/A

Consent and Moderation Requirements (CMR) reference	0005
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact Competenz info@competenz.org.nz if you wish to suggest changes to the content of this unit standard.