

Title	Demonstrate knowledge of faults for fibreboard packaging		
Level	3	Credits	10

Purpose	People credited with this unit standard are able to: identify board faults in the fibreboard packaging industry, and define diagonal warp and describe its causes.
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Classification	Fibreboard Packaging > Fibreboard Packaging Production
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Available grade	Achieved
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Explanatory notes

- 1 Candidates must follow any applicable and recognised codes of practice, and documented workplace health, safety, and environmental procedures for personal, product, workplace health, safety, and environmental matters, and the obligations required under current law including the Health and Safety in Employment Act 1992 and its subsequent amendments.
- 2 Definition
Workplace practices refer to the documented procedures for the equipment and/or workplace.

Outcomes and evidence requirements

Outcome 1

Identify board faults in the fibreboard packaging industry.

Evidence requirements

- 1.1 Warp types are identified from samples.
Range up warp, down warp, diagonal warp, S warp.
- 1.2 Faults are identified from photographs or physical samples.
Range depending on workplace practices and equipment configuration faults may include but are not limited to – blisters, wrinkles, cockles, splices, slot lines, edge fluff outs, other delamination or poor adhesion whether localised or extensive, cut or fractured or crushed corrugations, low flutes, leaning flutes, highs and lows, other non-specified damage or deformation to corrugations, indentations, scuff marks, dry streaks, wash-boarding, splits at crease lines, other damage to liner papers, unslit board,

untrimmed board, badly trimmed board, misalignment, failure of board to bend cleanly at crease lines, warp types, splices in board, liner inside out;
evidence is required for six faults.

- 1.3 The conditions 'wet board' and 'green bond' are defined in terms of strength.
- 1.4 The presence of fibre tear in manufactured board is identified in accordance with workplace practices.

Outcome 2

Define diagonal warp and describe its causes.

Evidence requirements

- 2.1 Diagonal warp is defined in terms of the axis of the warp running diagonally across the board.
- 2.2 Conditions of reel stock that might cause diagonal warp to occur are described.
Range includes but is not limited to – fibre orientation, slack edges in reel, paper grammage or calliper not within specification.
- 2.3 Tension inequalities that might cause diagonal warp are described.
Range includes but is not limited to – slack edges in reel, reel stands out of line, wrap arms not level, rollers not parallel, misalignment of top belt, uneven pressure roller pressures.
- 2.4 Moisture variations that might cause diagonal warp are described.
Range includes but is not limited to – varying moisture levels across the paper width, uneven adhesive application, uneven heat application.
- 2.5 Equipment faults that might cause conditions leading to diagonal warp are described.
Range includes but is not limited to – reel stands, wrap arms, rollers, top belt.

Replacement information	This unit standard replaced unit standard 3762 and unit standard 10160.
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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.