

# AIS AIM and aeronautical data careers

## Explore aeronautical information services and digital data

Aeronautical Information Services (AIS) help make aviation information available to users. Aeronautical Information Management (AIM) emphasizes connected, quality-assured digital data throughout its life cycle. It is more than turning paper into PDFs: information must remain dependable as it is collected, changed and shared. Publications still matter alongside digital services. This is career exploration, not data-production instruction. [11]

Educational review draft. Owner and subject review pending. Sources checked 27 October 2026; next review not yet scheduled.

### What the work contributes

- Help turn information from authorised sources into consistent data and understandable products within an organisation's assigned responsibilities. [13, 14]
- Support checks that information is suitable for its intended use, rather than assuming that a tidy screen or successful file import proves quality. [12]
- Maintain clear records and coordinate questions so that colleagues can understand what changed, where it came from and what remains unresolved.

### An illustrative working day

Original simplified example, not a duty schedule or an operating procedure. Actual work varies by organization, operation and assigned role.

| Part of the work          | What a beginner should notice                                                                                                                                                             |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Start with the work queue | In this fictional day, a junior aeronautical-data colleague reviews assigned work with a supervisor and identifies which items need clarification before further processing.              |
| Review an inconsistency   | Two supplied descriptions appear inconsistent. The colleague records the issue and follows the organisation's escalation process instead of choosing the value that looks more plausible. |
| Collaborate across roles  | The team discusses the question with the appropriate information owner. A colleague explains how a single change can affect more than one output.                                         |
| Record and hand over      | The junior documents the status and outstanding questions. Any approval or operational publication remains with the people authorised for that responsibility.                            |

### Keep the role boundaries clear

AIS/AIM is not air traffic control, and aeronautical-data work is not simply copying information into a chart. Mapping, database development, procedure design and operational publication may interact but are not interchangeable qualifications. A beginner's data exercise is not a source for navigation. EUROCONTROL specifically marks EAD Basic information as general-purpose and unsuitable for operational use. [14]

### Would you enjoy investigating inconsistencies as well as creating a finished product

## Build your learning sequence

Use this sequence to investigate the career before committing to formal training. It is an educational exploration path, not an approved syllabus or a compulsory worldwide route.

### Map the information chain

Learn the difference between a source, a data record and a published product. Sketch how an invented community-event timetable moves from its organiser to a website and printed notice; note who can approve a change.

### Build data literacy foundations

Practise reading tables, checking units, describing locations and keeping versions distinct. Introductory spreadsheet, database or mapping study can help you explore, but is not a universal entry qualification.

### Learn what quality means

AIM relies on quality-assured digital information, not merely a new file format. For a beginner's non-aviation exercise, ask who supplied each fact, whether units and dates are clear, whether fields are missing and whether a change can be traced. These learning questions are not an operational acceptance checklist. [12]

### Compare real job scopes

Look for duties such as aeronautical-data management, AIS publication, charting or data-quality support. Read what the organisation actually does; do not assume that every vacancy combines these activities or accepts the same education.

### Verify the training outcome

Ask whether a proposed course introduces concepts, teaches a particular application or supports an employer's competence programme. Identify any further supervised practice, assessment and permission required before operational responsibilities.

### A worked exploration decision

Fictional example: Leila enjoys mapping and finds one course about GIS software and another about aeronautical information. Instead of assuming either award qualifies her to publish aviation data, she compares the intended audience, exercises and assessed outcomes. She then reads a data-team vacancy and separates useful software skills from the employer's aviation knowledge and training expectations. Her comparison remains a learning plan, not a determination that she is eligible.

### Try a small learning task

On paper, invent a small library catalogue with a title, author, shelf location, source and revision date. Add a duplicate record, one missing field and two conflicting shelf locations. Write questions that would resolve each issue; do not silently invent missing facts. Label the exercise fictional. Use no real aeronautical data, coordinate files, NOTAM formats or operational databases.

### My question or learning task and what I will produce

## Separate routes from requirements

Country examples illustrate different systems. They do not establish equivalence, transferability or your eligibility. Check the current authority, course and employer requirements for the exact role before acting.

### United States example

Federal Aviation Administration (FAA) • Organisational scope example, not an entry guarantee

FAA Aeronautical Information Services describes responsibility for collecting, maintaining and distributing US aeronautical data, public instrument procedures and aeronautical charting. This shows the breadth of an information organisation, not a promise that one employee performs every function. Use current vacancies to investigate a specific position and its entry conditions. [I3]

### Europe and EUROCONTROL EAD example

EUROCONTROL • Data-service and learning-context example

The European AIS Database distinguishes organisations providing data from users retrieving it. EUROCONTROL describes application training for EAD clients and information-management courses. These are examples of service-specific learning, not a universal AIM licence or automatic permission to edit operational information. [I4]

### Three labels to use when you compare options

| Category               | How to interpret the information                                                                                                                                                                                                                                   |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Regulated requirements | ICAO describes standards and State responsibilities for aeronautical information; a global concept page is not an individual hiring or licensing checklist. Establish the applicable national framework and organisational approvals for the actual function. [I1] |
| Employer conditions    | A vacancy may emphasise aviation knowledge, geography, mapping, databases, languages or quality work. Treat its stated criteria as role-specific and ask which duties require further internal assessment or authorisation.                                        |
| Typical preparation    | Careful reading, basic numeracy, consistent records and an interest in data can support exploration. General software certificates do not demonstrate competence for every aeronautical-data task.                                                                 |

### Ask the question that changes the decision

Ask who owns the source information, who checks the work and who may approve release. Which skills will the training assess, and on what kind of practice environment? Request a clear distinction between course completion, job selection and operational authorisation. Check current official requirements before committing; this guide does not evaluate an individual's eligibility.

### My intended country and the authority or employer I will verify with

Medical, age, experience, security and work-permission questions belong with the competent authority or responsible organization. Do not use this guide to decide personal eligibility or share private records.

## Plan your next step

Take one manageable action, keep its source and date, and leave unanswered questions visible. None of these exercises grants a licence, qualification, operational authority or job entitlement.

- 1 Choose one actual AIS, AIM or aeronautical-data job description and underline its specific products and responsibilities.
- 2 Build a glossary in your own words covering source, record, version, data quality and published product.
- 3 Compare two learning options by audience, assessed outcome and remaining employer training, not by impressive titles.
- 4 Bring the fictional catalogue exercise to a teacher or mentor and ask whether your unresolved questions are clear.

### The most important question I still need answered

---

### My next action and review date

---

### Official sources and scope

All links below were checked at the stated scope on 27 October 2026. Requirements can change. These organizations do not endorse Avi Learner or this guide.

[\[1\] ICAO Aeronautical Information Management](#)

Public overview of the shift from product-centred AIS to data-centred AIM and continuing information products.

[\[2\] EUROCONTROL Aeronautical information management](#)

Transition from traditional AIS towards quality-assured digital information and connected information management.

[\[3\] FAA Aeronautical Information Services](#)

US organisational responsibilities for aeronautical data, procedures and charting.

[\[4\] EUROCONTROL European AIS Database](#)

Data providers and users, training support, and EAD Basic's non-operational-use restriction.

### Explore related Avi Learner pages

[Air traffic management](#)

[Safety and regulation](#)

[Training provider checklist](#)

Original educational explanations and fictional examples only. No ICAO manual is reproduced. This guide is not flight instruction, operational guidance, legal or medical advice, or an individual assessment. Beginner testing and owner and subject review are still pending.