Two hundred and sixty-three currently enrolled PhD students from two universities completed a series of online questionnaires relating to a number of aspects of their candidature as well as self-reported metacognitive beliefs. Included among the metacognitive beliefs measured were those relating to affect (coping, efficacy), disposition (metacognitive awareness, epistemology and need for cognition), and process (volitional control, acceptance of responsibility and procrastination). Among the experiential measures were elements such as candidature status, length of enrolment and broad field of study. Analysis of the responses to the metacognitive questionnaires indicated that as a cohort, the students presented as sophisticated learners. Subsequent cluster analysis indicated that within this broad profile, two clusters could be identified. These clusters could be discriminated on the basis of component scale scores rather than other independent factors. Cluster 1 presented as holding the more sophisticated array of metacognitive beliefs. Experiential measures (candidature status (F/T cf. P/T), length of candidature and broad field of study were then related to individual scale scores within the three areas of affect, disposition and process. The analyses are discussed in relation to both the relative independence and stability of the metacognitive profile reported by doctoral students, and the implications of this for supervisory practices.